DOCUMENT RESUME

ED 272 047 HE 019 428

TITLE Regional Education Profile: Asia. China, Hong Kong, Macau, Thailand, Indonesia, Malaysia, Brunei.
INSTITUTION Institute of International Education, New York, N.Y.
PUB DATE Mar 86
NOTE 68p.; Essays presented at the Biennial International Education Seminars (4th, conducted in Arkansas, Illinois, Georgia, Utah, October 1985; and New York, Washington, and California, March 1986).
AVAILABLE FROM Publications Service, Institute of International Education, 809 United Nations Plaza, New York, NY 10017.
PUB TYPE Collected Works - General (020) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Access to Education; *Educational Change; *Foreign Countries; Geographic Regions; Government School Relationship; *Institutional Characteristics; International Education; *International Educational Exchange; *Postsecondary Education; *Public Policy; Study Abroad; Trend Analysis
IDENTIFIERS *Asia; Brunei; Hong Kong; Indonesia; Macau; Malaysia; Thailand

ABSTRACT

Developments in international education in Asia during 1985 are considered in three essays presented in the Biennial International Education Seminars conducted by the Institute of International Education. Countries covered by the essays and the authors are: China, Hong Kong, and Thailand (Jay Henderson); Macau (Josef Silny and Jay Henderson); and Indonesia, Malaysia, and Brunei (Norman G. Goodman). For China, topics include: opportunities and obstacles to China's international education options, development projects in China that depend on American resources and on overseas Chinese philanthropists, and recent education reforms. Topics on Hong Kong include: language policy; access to higher education; primary, secondary, and postsecondary education; and characteristics of seven postsecondary institutions. Recent education policy decisions in Thailand are described, and institutional profiles for 14 postsecondary institutions are provided. Public and private education in Macau, a small colony, are covered, along with the Junior College and the University of East Asia, which has a university college and graduate college. In addition to providing facts and figures on Indonesia, Malaysia, and Brunei, government actions affecting education, study abroad opportunities, and local universities are addressed. Profiles of students by field of study at all levels in U.S. colleges and universities are provided for China, Hong Kong, and Thailand. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED272047

Regional Education Profile:

ASIA

· China · Hong Kong · Macau ·
· Thailand · Indonesia · Malaysia · Brunei ·

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Institute of International Edu.
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

INSTITUTE OF INTERNATIONAL EDUCATION
809 UNITED NATIONS PLAZA, NEW YORK, N.Y. 10017

HE 019 428

REGIONAL EDUCATION PROFILE: ASIA

- China, Hong Kong and Thailand
  by Jay Henderson, IIE/Southeast Asia

- Macau
  by Josef Silny and Jay Henderson

- Indonesia, Malaysia and Brunei
  by Norman Goodman, IIE/Indonesia

I. Asia - Introduction 1

II. People's Republic of China 2

III. Hong Kong 12

IV. Thailand 23

V. Macau 38

VI. Southeast Asia - Introduction 47

VII. Indonesia 48

VIII. Malaysia 54

IX. Brunei 61

X. IIE Overseas Office Services 64

The essays which follow were presented to IIE Educational Associates at the Fourth Biennial International Education Seminars conducted in October 1985 in Fayetteville, Arkansas; Chicago, Illinois; Atlanta, Georgia; Salt Lake City, Utah; and in March 1986 in New York, New York; Seattle, Washington; San Francisco, California.

Views expressed in these essays represent the opinion of the authors rather than any institutional position held by IIE.

March 1986

RECENT DEVELOPMENTS IN INTERNATIONAL EDUCATION:

China, Hong Kong, and Thailand, 1985

Jay Henderson

I

ASIA - INTRODUCTION: 1985 - The search for knowledge is a strong traditional drive in Asia. Now heightened even further by the pressures of modernization, the search is erupting into a worldwide probe for more and greater education opportunities. Mushrooming economies, expanding social service sectors, rapid growth in high-technology manufacturing, and emerging middle-classes are combining to create unprecedented needs in Asia's education development. Some nations, including Malaysia, seem prepared to invest almost as much in international as in domestic education, especially at the postsecondary level. Others, most prominently Thailand and Hong Kong, have slowed further university-level development in favor of investments in teacher education or vocational training. At the same time, China and other Asian nations are expanding their education systems as rapidly as possible. Even so, they are still unable to keep supply even with demand. Across the continent, the trend is towards reliance on international education to help fill specific needs. Increasingly, Western education is the model and the United States is the country of choice.

There are many factors at work in an Asian student's decision to come to the U.S. for advanced education. The greatest attraction is the size and rich diversity of our system. Newly enfranchised middle-class parents in Asia scrimp and save, just like parents anywhere else, to send their children as high as they can go in school. Too, language is less of a barrier than in other parts of the world since English is the most commonly spoken Western language in Asia; indeed, outside China it may rival Chinese as Asia's most common second language.

In fact, very few reasons mitigate against Asian students choosing the United States once the basic decision to seek an overseas education is made. Only the cost of U.S. higher education and the requirement to speak college-level English stand between our universities and an even greater tide of Asian applicants. Were it not for these two factors, growth in numbers of Asian students applying to U.S. universities would be still higher.

II

PEOPLE'S REPUBLIC OF CHINA

The largest potential reservoir of Asian students for America's campuses is the People's Republic of China. This vast nation has an annual high school graduating class of 7 million students, out of which only 400,000 are able to pursue formal university degrees inside China. This would suggest a cohort of well over 6 million potential applicants a year for U.S. undergraduate study. As for potential graduate applicants, nearly 400,000 Chinese receive bachelors degrees every year; 60,000 of these are able to enter graduate studies in China. This would suggest an additional cohort of 300,000 or more graduate applicants for international education every year.

All indications point to China relying heavily on U.S. colleges and universities to advance its efforts to educate a critical mass of specialists to drive China's modernization effort. Manpower development planners in Peking, looking 15 years ahead, say they will need 50 million people with advanced, specialized or technologically-oriented education and training by the end of the century, yet they now have only 12 million such specialists, many of whom are either near retirement or have outdated credentials. With such a narrow base from which to start, and with a university graduating class of less than half a million a year, China is under tremendous pressure to meet its goals.

Options

It has essentially two options. One is to develop as many higher education opportunities at home as possible,; this is being done as evidenced by growth in expenditures (for every US$74 now being spent on a full-time postsecondary student, China invests US$2.50 a year for each secondary student and US$1 per annum for each elementary student), by growth in the number of full-time postsecondary students (up from 1.1 million in 1980/1 to 1.4 in 1985/6), and by growth in the number of full-time colleges and universities (from 675 in 1980 to 907 in 1985; although, admittedly, China has only 12 universities with student bodies larger than 5,000 and fully 50% of its institutions have enrollments of less than 1,000).

There are, in brief, in 1985, a total of 2.6 million Chinese enrolled in one form or another of education beyond secondary school. About 1.4 million are full-time, degree-seeking students enrolled in China's 900

institutions of higher education and 200 science and social science research institutes. An additional 1.2 million Chinese students are enrolled in television or radio universities, in evening schools, or in colleges for workers, peasants, managerial personnel and for middle school teachers. A small but expanding number of students are enrolled in a new phenomenon, China's "private" schools. And, finally, there are "self-taught" diploma-seekers.

After the chaos of the Cultural Revolution, when many of China's brightest lost the only opportunity they will ever have to become certified intellectuals, the Chinese government feels it necessary to offer an annual exam for students who have been studying on their own. After formalities designed to prove that they are qualified to take the exam, 430,000 individuals nationwide registered some time ago to sit for one or all of ten self-study subject examinations. Of this total, 123,000 passed one subject area and hence obtained an education certificate; and a total of 1,500 who passed all ten subjects were subsequently awarded self-study diplomas.

China's other main option is to send as many as possible of its talented youth overseas for advanced education. This too is being done, at a pace very few predicted. China sent a total of 20,000 students and scholars to study in the U.S. in the one-hundred year period just before the People's Republic was established in 1949. In the very few years since the United States renewed academic exchanges with the PRC, that one-hundred year total has been equalled and will soon be surpassed.

Peking made two announcements in early 1985 that cannot but lead to larger numbers of applications from China. It began by publishing the news that it intended to increase the number of "state-financed" exchange students from 3,000 to 4,000. At a minimum, this 25% increase reflects that the Chinese in Peking who support international education exchanges are on firm ground. The government also relaxed some what its rules governing "self-financed" students who receive no financial support from the government but who find funding outside of China, usually from relatives or friends.

Obstacles to growth

A wide variety of financial, linguistic, cultural, and political obstacles limit China's international education options. Even though the country produces more than six million potential undergraduate applicants and will soon be producing one million potential graduate applicants a year, it will be many years before as much as one percent of the potential pool of applicants will be applying to U.S. universities for admission.

The English language is a formidable barrier to many Chinese. Although China operates some of the best English-as-a-second-language schools in the world, they can scarcely cope with the need. To make matters worse, a growing percentage of English-speaking university graduates are being siphoned into fields other than higher education. The China International Travel Service has effectively transformed the #2 Beijing Institute of Foreign Languages into a school for tour guides and waiters. And English-speaking foreign companies and foreign-managed hotels are attracting budding linguists by hiring them at starting salaries of 750 yuan (US$260) a month, several times the per capita income and a higher salary than most returned overseas graduates get when they begin work.

Nor will the Chinese soon be able to afford the costs of U.S. higher education. The country spends the bulk of its foreign exchange on "hardware" and will continue to do so. When asked to pay for international education, the Chinese are not oil-rich Iran of the 1970s nor Malaysia of the 1980s, and their students will, to us, remain poor and in need of financial assistance for a long time.

In this regard, Chinese education officials who finance state-sponsored students are aware that America's universities are beginning to reexamine their financial aid policies vis-a-vis Chinese students. If less financial aid becomes available for PRC students, it is unclear if the mid-level officials in Peking who oversee this issue would be able to compensate by increasing levels of support for their charges. Such a decision must await a nod from even higher Chinese officials who currently believe that they can depend on other countries to provide "software" at a big discount. Perhaps the recent elevation to "super-ministry" status of the former Ministry of Education will have an effect on this situation.

It seems clear that neither everyone on campuses in the U.S. nor everyone in positions of authority in China are prepared to see the U.S.-China education exchange relationship grow at a much faster pace. One suggestion that China might someday soon be sending 600,000 students a year to the U.S. is beyond all possibility. One one-hundredth of that, or 6,000 a year, is a more realistic estimate. Even so, this rate could lead to as many as 20,000 Chinese students and scholars on our campuses by 1987.

Before too much more expansion can occur, not only do the Chinese need to free more financial resources and prepare even larger numbers of English-language speakers, we Americans would do well to mount an information dissemination effort inside China which would better inform Chinese applicants of the nature of U.S. higher education, the costs involved, visa and financial aid procedures, the best methods of selecting appropriate universities and how to apply effectively for admission.

American resources

There are important implications for the U.S.-China international education exchange effort in the ways the Chinese are tapping the intellectual and financial resources of Hong Kong and American overseas Chinese as part of their effort to develop more higher education opportunities.

There are at least five university development projects underway in China which are depending on American resources for success. A "Yellow River" University is being developed in Henan by an American professor from Temple University. A University of California Berkeley professor is instrumentally assisting the rapid growth of the Tangshan Institute of Technology which was demolished in 1976 by an earthquake. American faculty and perhaps even American presidents are expected to form the staffs of both the private Anhui University, soon to be established in Hefei, and the "Great Wall" or "American University in China" being planned just outside Peking. Finally, the project which draws the most press both in and out of China is the "Experimental University" to be headed by a University of Santa Clara professor and to be located in the Shenzhen special economic zone between Hong Kong and Canton.

Personalities as various as Deng Xiaoping and Alexander Haig have been identified as supporting these projects. IBM, Hewlett-Packard and other major companies with a stake in China's future are purported to have committed equipment worth millions. Chinese language media reports indicate that "American industrialists" are prepared to provide the necessary funding. And as for money to finance the American staff to run the universities, the Chinese apparently believe one developer's promise that "many foreigners, especially Americans, wish to assist (efforts like these) and do not care what the salary will be."

There are very few Americans and even fewer Chinese who would not wish each of these efforts success. But it is only fair to ask if any or all of them have a realistic chance of succeeding and, if not, what are the implications of anything less than the success that is being hoped for. It would be one thing to let the Chinese down on the basis of false hopes they might have derived by themselves. It would be quite another to be responsible for both building them up and letting them down. In the case of several of these projects, promises have been made which are going to be exceedingly difficult to keep. The "Experimental University", for instance, is to have an American staff, yet its campus is planned to be built in the countryside 10 kilometers outside the city of Shenzhen, in a region with scarce support facilities and directly adjacent to the brand new Shenzhen University which is already complaining about difficulty in recruiting overseas lecturers for its faculty.

Overseas Chinese

Another resource, outside the U.S. higher education community but felt by us just the same, is the overseas Chinese philanthropist. These individuals, who until recently have chosen to remain in the background in China because of their connections to capitalist enterprises in Hong Kong and elsewhere in Asia, are now honored as dignitaries in their home country and, consequently, are freer than before to use their vast financial resources in new and useful ways. Some are donating millions towards capital construction of education facilities inside China. Mostly for reasons of loyalty to family, many of these facilities are being built in ancestral villages. Much more significantly for U.S.-China exchanges, two overseas Chinese recently donated large sums of money for scholarships for scholarships for Chinese students who wish to study abroad. In January 1985, Hong Kong businessman K. C. Wong established a US$100 million education fund, the interest from which will be used to provide loans to Chinese students studying overseas. One month later another wealthy Hong Kong businessman who, like Wong, is also a member of Peking's Chinese People's Congress, donated HK$1 billion (US$128 million) to China, one-tenth of which will be used to finance overseas scholarships for Chinese students. The Wong Foundation will send its first 50 students abroad in September 1986, after a selection process which began with an internationally-administered exam in August 1985. The Wong Foundation staff presumes that most of their recipients will apply to U.S. universities. The Foundation expects its fellowships to grow in number quite rapidly, ultimately reaching as many as 1,000 a year.

Background to Recent Education Reforms

There have been numerous reforms in Chinese education in recent months as China continues its search for a education system which balances practicality with theoretical knowledge and pure research. Many of these policy shifts have been widely reported overseas, but often without thorough mention of the tensions which combine to produce them. Without a small amount of

background information for contrast, one might assume that the most recent spate of changes is finally going to be the end of a long process and that China's education policies are going to be much quieter now when, in fact, a closer examination would suggest that the radical nature of 1985's policy announcements belie a degree of tumult behind the scenes that is sure continue producing reforms for years to come.

With Deng Xiaoping the dominant political figure in China today, it is his educational policies which are in the ascendancy. Simply put, Deng's political line reflects and incoporates three fundamental pedagogical principles:

- China must learn what is appropriate from the West,
- Authority over education policy must be given to intellectuals, and
- China must provide as much opportunity in education as it can to students with the greatest promise while simultaneously providing basic literacy and vocational education opportunities for the remainder.

This is not the first time in recent Chinese history that principles much like these have informed policy. It is however the first time they have had as great a chance of becoming permanent fixtures.

One does not have to be a Chinese Red Guard to hold views which contrast with one or more of Deng's principles. It is widely argued in China, for instance, that the country must not come to depend too heavily on the West, that lines must be drawn and limits set in order to avoid too much encroachment. The short-lived "spiritual pollution" campaign against Western culture of two years ago demonstrated how close this view is to the surface. In terms of restoring authority over education policy to intellectuals, some of the many Chinese who see education as one of the only stepping stones to success harbor concerns over letting intellectuals replace the Communist Party as an elite force with so much power over the future of so many Chinese youth. And the caste-like implications of tracking China's best students into the best schools and everyone else into second best or worse revives many of the old tensions between, on the one hand, the 800 million rural peasants to whom a tracking system means losses in social mobility and, on the other, the 200 million urban inhabitants to whom a tracking system would bring disproportionate social gains. Hence we see reports of opposition in the countryside to the proposal of greatly increasing the number of China's vocational secondary schools simply by converting large numbers of existing secondary schools with general curriculum. Chinese farmers know with great certainty that this would mean less opportunity in life for their children; and besides, they maintain, why should rural parents send their children to schools to study applied agriculture when many of these same skills can be learned just as easily in the fields. Moreover, local schools are paid for by local taxes in China.

So peasant farmers are in a position of strength when it comes to determining whether their local school has a general or a vocational orientation.

Deng and his followers are not making the traditional confrontational attempt to deal with these tensions. Instead, they are attempting with great success to speedily cut off all chances of returning to old ways of doing things. The social implications of a potentially elitist system of education are being widely outflanked and hence overrun by the promise of economic modernization with benefits for all Chinese.

The nature of recent reforms

Some of the most far-reaching education reforms since Mao's death in 1976 were announced in Peking on May 27, 1985. These reforms had been years in the coming, with national education conferences approving them and major universities implementing them on trial bases often for several years before the official pronouncement by the Central Committee of the Chinese Communist Party was finally made. In fact, evidence suggests that the Central Committee found it necessary to make the announcements primarily because education conferences and trials of new policies were not having their intended effect at the middle and lower levels of the Party. Hence this important document was forced to state, inter alia, that "erroneous thinking which belittles education, knowledge and talent still exists."

The document laid out several major problem areas and mandated ways to combat each.

One problem was said to be excessive government control over schools. The solution to this problem is to be found in decentralization of control which would reduce Peking's role and leave university presidents and local education officials more in charge than ever before. For Chinese universities, decentralization means that they will henceforth be authorized to design their own academic curricula instead of having to teach according to standarized outlines. They will be able to develop their own teaching materials rather than depending for the most part on nationally prepared materials. They may hire and fire university faculty with greater independence. They may now establish their own international exchange programs without having to gain permission from central government authorities. And, culminating a trend of several years, China's universities may now charge fees for research conducted on behalf of off-campus government agencies or private entities.

A key element of the plan to decentralize higher education policy is a series of revisions to China's current university admissions policies.

The Central Committee document clearly empowers universities to begin enrolling students outside the state plan by considering applications from those who are able to pay their own full fare (approximately US$360 in tuition a year plus off-campus living expenses) or who are fully-sponsored by their employers. (Zhejiang University, for example, has signed an 8 million yuan - US$3 million - contract with China Petrochemical Corporation commiting it to educate 1,000 CPC employees over the next 20 years). Fully 5.9% of China's enrollments in September 1985 were sponsored by private enterprise; up from 2.2% in 1984 and less than 0.5% in 1983.

Implicit in the decentralization decision is an eventual diminution of the importance of the national college entrance examinations which have been the main feature of China's university admissions policies since their reinstitution in 1978. For several years Chinese universities have been searching for ways to avoid using college entrance examination scores as their sole criterion for admissions, often relying just as much on recommendations from middle schools or exam subscores to influence their final decisions. Last year and this, universities began admitting students whose academic backgrounds were so outstanding that they were exempted from having to sit for the national entrance exam. Then, early in 1985, the Ministry of Education authorized the Shanghai Bureau of Education and perhaps others to enlist local colleges and senior high schools in a joint effort to develop a senior high school exit exam designed to supplant the national exam in that city.

It is not at all clear just how far this trend will go and whether or not it might someday soon lead to the total demise of the national exam. At the very least, the move towards decentralization, coupled with the emergence of high school exit exams and scattered talk about universities preparing their own institutional admissions exams (incorporating short essays, more multiple choice and perhaps oral questions), suggest that the national entrance examination a few years from now will be substantially less important than it is today.

Besides decentralization of control, the Party document also establishes nine years of compulsory education as a goal for the year 2000 and approves of a massive teacher training program and campaign to increase the quality and social standing of teachers who now command low esteem and low pay.

The Central Committee acknowledged that "no significant progress" has been made in increasing vocational education in China despite years of pleas from lower level bureaucrats to markedly increase technical training. To illustrate: when then-PRC Education Minister Jiang Nanxiang came to the U.S. in 1980, he indicated that one of his priorities was to reverse, from 7:3 to 3:7, the ratio of general curriculum secondary schools to vocational secondary schools. Five years later, in 1985, the ratio is unchanged. According to the May document, the Party now wants this ratio to be 5:5 by 1990.

Will China succeed?

How, for instance, will it deal with the built-in conflict between authorizing local authorities to make more education policy decisions while ordering these same officials to stop resisting the spread of vocational education?

One answer to this and other questions may lie in the Chinese government's decision this year to boost the authority of the Ministry of Education by promoting it to the level of State Education Commission. Even though the Ministry did not move from its building, reorganize its departments, or change its staff, the shift in levels does mean that the new Commission now has a vice premier as its head, instead of just a minister. Having a vice premier in charge will mean that the subject of education will now become a common agenda item in meetings with Chinese Premier Zhao Ziyang. In this light, the promotion is somewhat analagous to the 1977 conversion of the U.S. Office of Education in the Department of Health, Education and Welfare into the Department of Education which gave the U.S. Secretary of Education a seat on the President's cabinet. But the promotion in China could conceivably be even more significant, for the functions of the PRC State Education Commission differ in many ways from its U.S. counterpart. No longer toward the bottom of a list of 37 PRC ministries, the new State Education Commission should have no difficulty reaching across lines to effect changes in education institutions under the supervision of any of the remaining ministries. As recently as 1984, a U.S. Metallurgy professor in China with the Ministry of Education was told it was "inconvenient" to visit a certain mining school which happened to be run by the Ministry of Mines. Direct contact even for a simple appointment could only take place at the very top, between the offices of the two Ministers. As a so-called "superministry", the new Education Commission will encounter no such problem, whether it be for an appointment or for a policy change. Things are definitely looking up for education in the People's Republic of China.

Fields of Study Profiles

The chart on page 11 provides a profile of PRC students by field of study at all levels in U.S. colleges and universities. At the graduate level in Chinese universities, PRC students were distributed by field as follows in 1984: Engineering 45.9%, Natural Science 21.7%, Medicine 10.2%, Agriculture 5.6%, Literature 4.6%, Economics 4.4%, History 2.2%, Philosophy 1.5%, Teacher Education 1.0%.

PROFILES OF PEOPLE'S REPUBLIC OF CHINA STUDENTS ENROLLED IN U.S. INSTITUTIONS OF HIGHER EDUCATION: 1983/4

FIELD OF STUDY	ACADEMIC LEVEL: Undergraduate (Freshman Sophomore Junior, Senior)	Graduate (Masters, Doctorate, Professional Training)	Other (Associate, Practical Training, Non-degree, Intensive English)	All Academic Levels
Physical and Life Sciences	2.3	25.0	.2	27.5
Engineering	6.8	16.1	.2	23.1
Math and Computer Science	9.0	9.9	.4	19.3
Business and Management	5.5	2.8	.1	8.4
Health Sciences	2.8	2.0	.1	4.8
Social Sciences	2.0	2.0	.1	4.0
Humanities	.5	.2	.0	3.7
Undeclared	1.4	.5	.3	2.1
Other	.7	1.4	.0	2.0
Education	.6	1.3	.1	1.9
Agriculture	.1	1.3	.0	1.4
Intensive English	.1	.0	.9	1.0
Fine and Applied Arts	.5	.2	.0	.7
TOTAL %	32.2	64.9	2.9	100.0

Source: Biennial Individual Data Survey of Foreign Students, 1983/84, IIE

Total number of PRC students in U.S. institutions in 1983/84 = 8,140
1984/85 = 10,100

III

HONG KONG

On December 19, 1984 British Prime Minister Margaret Thatcher and PRC Prime Minister Zhao Ziyang signed a joint declaration on the future of Hong Kong. For better or worse, the agreement provides for socialist China to resume the exercise of sovereignty over the vibrantly capitalist island of Hong Kong and its adjacent territories on July 1, 1997. Until then and for 50 years thereafter, the territory is to retain its present social, economic, legal and education systems but will become a "Special Administrative Region" of China, embodying a political arrangement unique in modern history and described succinctly by Deng Xiaoping as "One country, Two Systems."

The agreement clearly states that Hong Kong's system of education will be continued as is and that it will operate separately and differently from that in other parts of China. Explicit provision is made for community and religious organizations to continue to run the schools they now run even after funding begins to be provided by the SAR government. Section 10 of the agreement provides for the application of present educational standards in the use of overseas teaching materials and in the freedom to pursue education outside Hong Kong.

This, at least, is the way things read on paper. But Hong Kong's actual fate will depend less on the terms of the agreement than on the ability of both China and Britain to inspire the level of confidence required to make all affected by the agreement believe that its terms will be adhered to. For the British Empire, success would mean a model end to one of its few overwhelmingly successful colonial endeavors. For China, success would provide both an economically undiminished Hong Kong as well as an attractive lure for the eventual repatriation of China's errant province, the island of Taiwan.

But, most importantly, successful implementation of the accord would provide the people of Hong Kong with the best possible foundation for peacefully co-existing with their new masters in Peking while the island's businessmen and those who trade with and invest in Hong Kong go on building prosperity.

There are, of course, a number of Hong Kong citizens and residents who are not so sanguine. Some worry about trusting the British to handle an increasingly vocal and politicized population in the run up to 1997. Others mistrust Peking's ability to restrain itself as they have promised after the British are gone, particularly in the area of Hong Kong's unfamiliar respect for individual rights and freedom. But even those who are most skeptical agree that the only alternative would have been not to have an agreement at all, placing Hong Kong in an even more tenuous position. They may deny the validity of an agreement signed without the right of self-determination, or

they may mistrust the British or the Chinese, but very few reject the agreement on the basis of an inability to accept its specific provisions.

Developments in Education

Apart from the future of the territory, few issues have elicited as much interest in Hong Kong recently as education. A number of far-reaching decisions have been made, some of which impinge directly on the colony's international education situation.

This year and last have seen the final stage of a process that actually began in 1980 with a government decision to form an international panel of education experts to conduct an overall review of the education system and to make policy recommendations designed to provide Hong Kong with a long range plan to improve education. It was felt that progress since WWII had been too piecemeal, much of it in response to specific social and economic pressures.

The so-called "Panel of Visitors" was chosen on the advice of the OECD and comprised four experts known for their collective experience in international comparative education. The international panel completed its review and delivered its report, A Perspective on Education in Hong Kong, in November 1982. The panel's many recommendations included at the top of its list the formation of an education commission comprising local citizens to work out the details of implementing the panel's recommendations. The Education Commission was established in early 1984. Its first batch of sweeping policy changes were approved by the Hong Kong Executive Council in January 1985 and are now being implemented.

Language Policy

A top priority is the development of a comprehensive language policy which will equip Hong Kong to deal with its future. There is some confusion currently because Hong Kong has essentially three languages of choice: two Chinese dialects (Mandarin and Cantonese) and English. The problem of weaving an education policy through this matrix is exceedingly complex especially given the political implications of any choices made. Hong Kong must try to find a policy which balances its own Chinese cultural heritage with its current headstart on widespread English language fluency.

By all accounts, Cantonese is the mother tongue in Hong Kong. But, as outside the island it is only spoken in one or two of China's southern provinces, it cannot be relied upon to provide Hong Kong's citizenry with the ability to communicate with much more than anyone other than themselves.

Even so, there has never been any real question that Cantonese would remain the primary language of Hong Kong's schools. The idea of following the example of the China mainland and the island of Taiwan, both of whom decades ago overruled local dialectal preferences and popularized the use of Mandarin, has not caught on. Hong Kong has never seriously entertained the idea of forcing itself to undergo such a radical linguistic transformation.

As such, Cantonese is now being supported to an unprecedented degree as Hong Kong's principal language of instruction; English is to be zealously guarded as Hong Kong's second language through formal ESL instruction in all schools, and Mandarin is to be relegated to "third" place and taught only if time permits. Although the Education Commission is not willing to go so far as to make teaching in Cantonese complusory, it is following a policy of "positive discrimination" in favor of all-Chinese schools and is attempting first to blur and eventually to eliminate all distinctions between the Anglo-Chinese grammar schools (with enrollments of 380,000 or so every year) and the 63 Chinese Middle Schools (with current enrollments totaling some 37,000).

American university admissions offices may be especially interested in one particular outcome of the debate over language policy and that is the controversial decision to eliminate the language indicator from Hong Kong Certificate of Education Examination (HKCEE) score reports. Depending on the outcome of a December 1985 meeting, they might also be stricken from the Higher and Advanced Level score reports. Thus, no longer would an admissions officer be able to tell at a glance if an applicant has been tested in English or in Chinese. Henceforth, score reports would merely indicate the results obtained in each subject without going on to list in parentheses whether the subject was examined in (E) English or (C) Chinese.

Inasmuch as the Commission is not willing to make Cantonese compulsory, preferring to leave the decision to the schools of whether to be "positively discriminated" against or not, we should not expect a drastic curtailment of English language instruction in Hong Kong. The territory's educators are too resistant; they recognise that, for the forseeable future, English will continue to provide Hong Kong graduates access to international business and education as well as to the best-paid government and private sector jobs. The policy of "positive discrimination" will fail to persuade parents to send their children in large numbers to Chinese-medium schools.

Upper Secondary Admissions

Another priority listed by the international panel was the need to attenuate allocation of enrollment through the sole means of examinations. Examinations have been widely criticized as dominating the education system, to its detriment. Viewed as particularly undesirable is the Junior Secondary Education Assessment (JSEA) which is now used to determine which

students get government subsidized places and thus remain on the college preparatory track. The JSEA, a system of allocating government-sponsored Form 4 places to 40% of the Form 3 leavers, was introduced in 1980 because there was not enough money to provide subsidized senior education (upper secondary) for everyone. The education lobby in Hong Kong supports extending compulsory education through the end of Form 5 and has thus long regarded the JSEA as its number one target. But the government has just as vigorously resisted outside pressure on the grounds that phasing out the JSEA would be too expensive (as much as US$171 million) because it would obligate the government to provide a much larger body of Form 3 leavers the chance to remain in the subsidized-education stream. It was not until the Education Commission sided with the education lobby that the government began to change its mind. Consequently, the JSEA will soon be a thing of the past, the only remaining question being whether the exam can be phased out as early as 1986, as some wish, or whether it will need to take until 1991 as the government says it must.

Access to Higher Education

Another topic of debate in Hong Kong is the question of whether the colony needs greater access to postsecondary education. Those on one side of the debate believe Hong Kong should educate the exact number of persons called for in manpower development plans. Anything beyond that is considered wasteful. Therefore the government should restrict access to the highest levels of education and compensate those who lose out by offering them opportunities for vocational or technical training. Those on the other side maintain that Hong Kong would benefit more by giving as many students as possible a chance to go as high as they can. They point to the United States' state college system as a shining example of how small investments in wide access to university-level studies reap greater long-range benefits than policies which restrict access for shortsighted reasons of cost.

The government does have plans to make modest increases in access, expanding from only 2% of the 17-20 age group in 1982 to 6% by 1989 and 8% by 1995. But even then Hong Kong's two universities will have a combined freshman class of only 8,000 out of more than 100,000 eligible. Many in Hong Kong therefore see a need for a third university, perhaps with open admissions. Proponents of this idea have argued that an open university could provide opportunities for the first time to those who are already in the workforce as well as to senior secondary school leavers who fail to pass either the Higher Level Exam (in the case of the four year Chinese University) or the Advanced Level Exam (the entrance exam for the three year University of Hong Kong). When the international panel somewhat ambiguously urged "expansion of study opportunities at degree and higher technician level", open university advocates took heart and began applying even more pressure than before.

But in January 1985, the Education Commission apparently quashed all hopes of a third university in Hong Kong by ruling out its development on the bases of cost-effectiveness and the expectation that students would not be able to find appropriate study environments in crowded Hong Kong. Instead, the Commission's policy is to support incremental growth in university enrollments supported by more places in polytechnics and colleges of teacher education.

Often unmentioned in public but everpresent in the minds of frustrated Hong Kong students are higher education options, mostly of relatively recent origin, in the vicinity of Hong Kong. The University of East Asia in Macao, Taiwan's universities and several universities across the border in China actually compete with each other in efforts to recruit applications from Hong Kong students. (Taiwan offers a two-thirds tuition discount and the PRC's Shantou University now waives tuition for Hong Kong students.) The subject is so sensitive that the University of East Asia is reluctant to say just how many Hong Kong students it is admitting. Newspaper accounts indicate that 580 Hong Kong students entered as freshmen in nine PRC universities in September 1985. Then, too, in August 1985, Ohio University (Athens) introduced an external degree program through Hong Kong's Baptist College which will offer Hong Kong students a chance to earn an American university degree without leaving the colony. The program is a joint-venture and is the first of its kind in Hong Kong. A pilot group of 25 will begin their studies in November 1985. Applications for 1986 are now being processed. Admissions to the program will be open to all who are able to pay. Two study options will be provided: independent study involving supervision by Ohio University professors, at a rate of US$41 per unit, or credit by examinations only, at a rate of US$27 per unit, with 192 credit hours required for a regular bachelors degree and 96 credits for an associate degree. The coordinators of the Baptist program, Miss Maureen Tam of Hong Kong and Dr. Joseph Tucker of Ohio University, announced at a September press conference in Hong Kong that a student in this program will spend only US$2,592 for a diploma compared with at least US$10,400 in tuition and fees alone for studying abroad.

Primary Education

So far, this sector of Hong Kong's education system has escaped the turmoil and confusion found everywhere else. Primary education in Hong Kong is free except in a very few cases and is universal. Enrollments total over 530,000 in the public schools; a minority of parents continue to send their children to one of Hong Kong's 98 private primary schools even though places are available for them in the public sector.

Secondary Education

There are four main types of secondary schools in Hong Kong: Anglo-Chinese grammar schools, Chinese middle schools, technical schools and prevocational schools. The Anglo-Chinese constitute the largest by far, with enrollments totalling 370,000 or more every year. They offer a five year course of general subjects leading to the Hong Kong Certificate of Education Examination (HKCEE) with the medium of instruction mainly English. Students with the best results after five years and on the HKCEE may enter a two year course of instruction referred to either as Form 6 and Form 7 or as Lower 6 and Upper 6. After one year of this, students may sit for the Hong Kong Higher Level Examination and apply for admission to the Chinese University of Hong Kong. After two years, students take the Hong Kong Advanced Level Examination and, if they do well, may apply for admission to the University of Hong Kong. (The Education Commission's second report to the Executive Council is due by the end of 1985 and is said to contain directions to reform the nature of this two year course which now concentrates so heavily on university admission. It is expected that the Commission will ask that the course be redesigned to provide a more comprehensive curriculum along the lines of the International Baccalaureate.)

In 1984 there were 63 Chinese middle schools accommodating 36,000 pupils taking other courses leading to the HKCEE. A number of Chinese middle schools also offer a one-year Middle 6 course leading to the Hong Kong Higher Level Examination for admission to the predominantly Chinese-language Chinese University of Hong Kong.

Secondary technical courses were provided for 21,000 students in 22 schools; 10 run by the government and 11 more receiving government subsidies. Students in these schools also sit for the HKCEE and the successful ones usually go on to study at the Hong Kong Polytechnic, the brand-new City Polytechnic of Hong Kong or the Hong Kong Technical Teacher's College.

Postsecondary Education

Hong Kong has a large number of purely secondary schools which call themselves "colleges". These should not be confused with Hong Kong's three government-recognised postsecondary colleges: Shue Yan, Lingnan, and Baptist. Students who attend these institutions usually do so for one of three purposes. Only a small number actually seek the diploma which is offered. A larger percentage seek to prepare for Hong Kong examinations and to apply to one of the local universities. Another very large percentage of students at these three colleges, as well as at several other Hong Kong colleges not recognised by the government, are simply interested in earning credits at Hong Kong prices which can be transferred to U.S. post-secondary institutions.

Hong Kong Shue Yan College, registered in 1971, has three faculties - Arts, Social Science and Business. The college has 13 departments offering day and evening courses with an enrollment of more than 3,000 students. It operates a four-year diploma program without government financial assistance. Without shortening its program to three years to suit government-prescribed students, Shue Yan is petitioning to have its program recognized by the University and Polytechnic Grants Committee of Hong Kong through which it would receive government financial support and hence greater credibility in the community. (See Baptist College, below).

Lingnan College, registered in 1978, has two faculties, Arts and Business, and an enrollment of slightly over 1,000 students. It offers two-year Form 6/7 (Lower and Upper 6) courses for students who have left senior secondary and hope to enter one of the universities. For those who are not admitted either to the Chinese University after one year or to HKU after two, Lingnan offers an additional two years of instruction which are able to be partially subsidized by the government and a final (fifth) year which is available at full individual expense.

Baptist College, founded 29 years ago, began receiving full government support in 1984 and in 1985 embarked on a program to upgrade its campus facilities by more than doubling its square footage - no mean feat in the jam-packed corner of Hong Kong where Baptist has had its campus since 1966. The college has applied to the government for the authority to begin granting degrees. But until given this authority, Baptist College will continue offering a three-year (post-Advanced Level Examination) course leading to a diploma in one of 17 disciplines. There are four faculties: Arts, Business, Science and Engineering, and Social Sciences. Students are full-time and are admitted on the results of the Advanced Level exam, which means that Baptist College is the first resort of many students who aspire but fail to enter the prestigious Hong Kong University. Demand for places at Baptist is high; 8:1 in 1984. Enrollment in the fully-postsecondary curriculum of Baptist College was 2,090 in 1984; this is expected to expand to 3,000 by 1987. Each year Baptist College graduates more than 500 students with the honors diploma.

As a condition of receiving government support, Baptist has completely phased out its previous two-year program leading to the Advanced Examination. But the college continues to run a Division of Continuing Education, offering a broad spectrum of general, professional, vocational and cultural courses for no credit and leading to neither a certificate nor a diploma. The division is financially self-supporting and last year enrolled 26,865 students in 884 courses.

The University of Hong Kong was incorporated in 1911 to take over the work of the College of Medicine. It now is Hong Kong's number one university with a student population of over 7,000. The campus of the university is located on Hong Kong island. There are 9 faculties: Arts, Architecture, Dentistry, Education, Engineering, Law, Medicine, Science and Social Sciences. Over 15,000 applications were received for 1,600 freshman places in 1984. HKU's undergraduate class in March 1984 totalled 5,145, almost all of whom were Hong Kong citizens or residents. All undergraduate courses are full time and lead to honors degrees. They are of three year's duration except for four degrees which take five years to complete and one which takes four. The medium of instruction is English, except in the Department of Chinese. All faculties, except for Education, teach both undergraduate and graduate courses. The university offers both the Master's and Doctor's degrees at the graduate level. Master's degrees are awarded on the basis of coursework; Doctorates on the basis of research. In March 1984, higher degree students numbered 913 and over 1,000 students were reading for various diplomas and certificates.

The Chinese University of Hong Kong

Second in prestige but offering competitive instruction is this composite institution of three former colleges - New Asia (1949), Chung Chi (1951) and United (1956). It is a self-governing corporation which draws its income mainly from government grants and is located some distance from central Hong Kong in the New Territories region of Shatin. The university offers undergraduate courses in 35 disciplines in five faculties. Chinese is the principal language of instruction, but English is also widely used. Four faculties - Arts, Business Administration, Science and Social Science - offer four-year programs leading to Bachelor's degrees. The fifth faculty, Medicine, runs a five year program with clinical teaching done in the University hospital which became operational in April 1984. The University will confer its first Bachelor of Medicine and Bachelor of Surgery degrees in 1986.

At the postgraduate level there are 43 academic and professional programs leading to the degrees of Doctor of Philosophy, Master of Philosophy, Master of Business Administration, Master of Social Work, Master of Divinity and Master of Arts as well as Diplomas in Education and Social Work. New programs launched in 1984/5 comprise Doctor of Philosophy programs in Economics and Sociology, a Master of Business Administration program in Marketing and International Business, a Master of Arts program in Translation and a Diploma in Social Work.

Of the 15,800 candidates who sat for the Hong Kong Advanced Level Examination in 1984, 4,800 passed but only 1,300 were able to be admitted to the Chinese University. Student enrollment in September 1984 totalled 6,600, including 5,000 full-time and 370 part-time undergraduates and 450 full-time and 775 part-time graduate students.

Hong Kong Polytechnic

The first polytechnic in Hong Kong was established in 1972. Its finances come primarily from the Hong Kong government. The polytechnic now has 22 academic units organized along skill-lines and including subjects such as Business and Management Studies, Structural Engineering, Textiles and Clothing, Building and Surveying, etc. At present the Polytechnic offers full-time, "sandwich", part-time day and part-time evening, and mixed-mode programs of usually one to four years duration leading to degrees, associate degrees, professional diplomas, higher diplomas, diplomas, endorsement certificates, higher certificates, certificates, certificates of proficiency and other qualifications.

In academic year 1984, 8 degree programs were offered: Bachelors of Arts in Computing Studies and in Design; Bachelors of Engineering in Electrical, Electronic, Civil and Mechanical Engineering; Bachelor of Social Work; and Bachelor of Science in Combined Studies in Mathematics and Science. In 1985, the Polytechnic added degrees in textile and clothing marketing, manufacturing engineering and building services engineering.

At the beginning of academic year 1984, the Hong Kong Polytechnic had 7,400 full-time, 740 sandwich, 190 mixed-mode, 3,400 part-time day and 12,800 part-time evening students with 800 teaching, 200 administrative and 1,200 technical, clerical and ancillary staff. The institute boasts a splendid campus with many newly-constructed buildings in the Kowloon area just across from Hong Kong island.

City Polytechnic of Hong Kong

In October 1984, this newest of Hong Kong's postsecondary institutions opened its doors to 500 full-time and 700 part-time students. In its first year of operation, the City Polytechnic offered courses by the Departments of Accountancy, Business and Management Computing, and Social Administration at professional diploma, higher diploma or diploma levels. The number of applications for admission received (12,000) confirmed the demand if not the need for much greater access to higher education in Hong Kong. The City Polytechnic is currently operating in an office block in Argyle Center in

downtown Hong Kong, pending construction of its new campus at the more remote Kowloon Tong in 1988. By then, the City Polytechnic will have grown to 2,500 students full-time and a similar number of part-time students. Ninety academic staff and 120 support staff now run the institution, with recruitment having been done through IIE's RISE program as well as through other means not only in the United States but also in Britain, Australia and India.

The task ahead

Hong Kong now spends almost exactly US$1 billion on education every year for its roughly one-half million citizens engaged in one sort of learning or another. This amounts to some 16% of all public expenditures and almost 3% of Hong Kong's gross national product. Hong Kong's perception of the importance of education and its attitudes towards its existing system of education are well worthy of close study by other Asian countries. The characteristic resourcefulness of the Hong Kong people, their readiness to accept challenge and their determination to do the best for their children have all helped to shape a front-rank education system for the tiny colony. It is these characteristics which, one hopes, will continue to inform the debate over the fine points of how to run Hong Kong's schools and universities. It is significant that amidst all the worry over Hong Kong's political future, its educators have chosen to go right on building as if nothing else mattered.

Thus, in looking ahead at the education agenda in Hong Kong, one tends to look around the possibility that political factors might arise to impede growth and progress. Instead, one stares straight at remaining pedagogical issues. The long list includes topics such as curriculum development, kindergartens and the Hong Kong Examinations Authority, on sixth form education, special education, and opportunities in both domestic and international higher education. In the debate over whether to expand senior secondary education or to offer more places at specialized technical institutes, most Hong Kong students would opt for senior secondary places, regardless of their academic abilities. Government planners are taking the opposite tack. What, then, is the proper balance between Hong Kong's projected manpower needs and individual student preferences? Are academic abilities always able to be measured so accurately at such young ages? Should priority be given to liberal arts education or to practical skills at the post-secondary, non-university level? Stealing a page from China, Hong Kong educators are beginning to ask for more freedom from government control over resources allocated to them. It is issues such as these, not related to 1997, which will dominate the education reform agenda in Hong Kong for the foreseeable future.

PROFILES OF HONG KONG STUDENTS ENROLLED IN U.S. INSTITUTIONS OF HIGHER EDUCATION: 1983/4

FIELD OF STUDY	ACADEMIC LEVEL: Undergraduate (Freshman Sophomore Junior, Senior)	Graduate (Masters, Doctorate, Professional Training)	Other (Associate, Practical Training, Non-degree, Intensive English)	All Academic Levels
Business and Management	23.1	7.7	.2	31.1
Engineering	14.2	7.6	.2	22.1
Math and Computer Science	11.4	4.0	.1	15.6
Physical and Life Sciences	3.1	4.0	.1	7.2
Health Sciences	2.6	2.0	.0	4.8
Social Sciences	3.3	1.1	.0	4.5
Undeclared	3.5	.1	.1	3.8
Other	2.1	1.0	.0	3.2
Humanities	.6	2.2	.0	2.8
Fine and Applied Arts	1.6	.9	.0	2.6
Education	.9	.7	.1	1.8
Agriculture	.1	.2	.0	.3
Intensive English	.0	.0	.2	.3
TOTAL %	66.8	31.6	1.7	100.0

Source: Biennial Individual Data Survey of Foreign Students, 1983/84, IIE

Total number of Hong Kong students in U.S. institutions in 1983/84 = 9,420
in 1984/85 = 10,130

IV

THAILAND

The Kingdom of Thailand, still occasionally bothered by international and domestic difficulties which only a decade or two ago would have brought down any Thai government in power, is firmly on track towards becoming the next economic development success story in Asia. Much of its success can be attributed to the role international education has played and will continue to play in the nation's overall development strategy.

Fourteen years ago, even the students of Thailand's universities were engineering coups d'etat. But in 1984, Thailand's Prime Minister became the longest-serving leader of a civilian administration in the country's 52-year flirtation with democratic rule. And a September 1985 coup attempt by a discredited Army officer was cast aside in less than five hours, even though the Prime Minister and the Chief of the Army were both out of the country at the time. Thailand is as stable politically as it has ever been.

In terms of its security, it is true that Thailand remains the front-line state in the lingering Southeast Asian war with Vietnam. But there has been less fighting along the border this year than in any year since the American withdrawal, the flow of refugees has dropped off considerably, although this remains an intractable problem to the Thais, and border skirmishes with Phnom-Penh-Cambodian or Vietnamese troops almost invariably produce casualties amongst anti-Vietnamese Khmer forces, but not amongst the Thais. For most Thais, then, the war is no concern at all.

Economically, the country's devaluation of the baht in late 1984 may have made imported goods more expensive, and, by extension, international education. But, even so, the country's economic vital signs are much more positive than negative. The post-devaluation inflation rate has not exceeded 4%; Thailand's debt-service ratio is less than 10% of export earnings; its per capita income is nearing the magic US$800 "above poverty" mark; its infant mortality is now below 1%; and its expenditures on education, taken as a percentage of total public expenditures, amounted to 26.5% in 1984, the highest in Asia. Meanwhile, membership in the American Chamber of Commerce in Bangkok is at its highest ever as company after company arrives to set up high-technology factories in Bangkok in anticipation of a "lift off" of the country's economy. It may take a few more years for this to happen, but Thailand is almost certainly the next Asian nation that will graduate from the developing nations category and will join the ranks of other Asian nations with tremendous economic potential such as Taiwan and Korea.

Recent Education Policy Decisions

The blueprint for Thailand's next development phase has been drawn up and is scheduled to go into effect as the Sixth Five Year Plan on October 1, 1986. Many of the decisions contained in this plan are policy decisions relating to higher and international education. When compared to previous five year plans, the sixth plan represents a major shift in focus. Thailand's first plan linking education with economic development was instituted in 1960. The first and second plans concentrated heavily on widespread K-12 education development in both rural as well as urban areas. By the third plan the emphasis began to shift to university development and to focus more on the city of Bangkok and three provincial capitals. The fourth plan made university development its centerpiece and the expansion of postsecondary opportunities its major goal. Plan number 5, in sharp contrast, focused again on education development at the rural, grass roots level; illiteracy was to be reduced; community development was to be emphasized; and universal enrollment of 6-year old children was a major goal. At the time, the universities were considered stable enough, in terms of general access, to be left alone for a few years. And up until a year ago, a "decentralized" education program was shaping up to be the centerpiece of the next stage, Plan Six. An effort to bolster rural universities was to be made. And Thailand was getting set to invest in foreign consultants and other international education services appropriate to the Thai countryside.

Then a number of factors began to change things. Unemployment among Thai university graduates topped 100,000 and became a major political issue. Corruption was said to have been discovered in a non-reimbursable aid-to-higher-education program. And Bangkok's devaluation of the baht cut a wide swath through small and medium-sized enterprises who had been accustomed to running high debt-service ratios.

The resulting economic reverberations brought a new emphasis on the need for Thailand to invest more heavily at the national level in developing high-technology industries, a choice that has served Taiwan and Korea well. Attention that had been directed toward access to higher education in rural areas turned toward Thailand's already well-established urban universities and to the development of skills needed for Thailand to participate more fully in the technological revolution.

Since that fundamental decision was made sometime in 1984, several interesting developments have occured.

First, in an unprecedented move, the Ministry of University Affairs upgraded the statuses of four private colleges to that of universities. Until then Thailand had bestowed university recognition only on state-supported schools. The four former colleges are Payap University in Chiang Mai; and the three Bangkok-based Universities of Krungthep (also known as Bangkok University), Dhurakijpundit (formerly the College of Business Administration), and the University of the Thai Chamber of Commerce (formerly the College of Commerce). Although recognition does not mean financial support from the government, it does enable these institutions to boost the credibility of their degrees, which they currently offer only to the Bachelor's level, except for Payap, which offers a Master of Arts degree.

The Thai government is finding it financially rewarding to cultivate private colleges and universities. One study suggests that private institutions may decrease state higher education expenditures by as much as one billion baht (US$370 million) a year. At present, the four private universities and an additional 12 private colleges, five of which are located outside Bangkok, enroll a total of 35,000 students in 100 academic fields. With the increasingly active encouragement of the Thai government, private higher education in Thailand would seem to have a bright future.

Second, in early 1985, Thailand's 36 teacher training colleges, which because they train K-12 teachers are under the administration of the Thai Ministry of Education rather than the Ministry of University Affairs, announced that they would be prepared to give up their roles as teacher training institutions and revise their curriculum in order to become regular colleges or universities. The Ministry of Education, the teachers colleges and those supporting the plan pointed to the current teacher surplus in Thailand and to the low costs that would be involved in converting a teachers college into a regular liberal arts institution. Compared to starting a university from scratch, the capital construction savings would indeed be impressive. Supporters also pointed out that the 36 colleges are spread across Thailand and would easily substitute for the rural university system some Thais are proposing. Opponents in the Ministry of University Affairs, the private colleges association and elsewhere, point to the fact that Thailand's universities are already "faculty poor" in that only one-half of all professors have Master's degrees and perhaps only ten percent have Doctorates. Where would qualified faculty members come from for these new colleges? Opponents also suggest that this may simply be an effort on the part of the Ministry of Education to reassert authority over the Ministry of University Affairs. After all, the Education Ministry, at various times in modern Thai history, has been responsible for university affairs. There is a built-in institutional conflict currently between the Ministry of Education and the Ministry of University Affairs that can only worsen as the demand increases for limited education budget resources.

Thirdly, Thailand and the U.S. Agency for International Development signed an agreement spanning seven years involving U.S. support for science and technology projects totalling US$49 million. More than half of the sum (US$26.5 million) consists of low interest loans from the U.S. government; US$8.5 million comes to Thailand in the form of non-reimbursable grants; and US$4.5 million is to come from the Thai private sector. Projects will be developed in genetic engineering and bio-technology, electronics and computers. Research projects are to have the potential of resulting in products for international distribution; projects linked to the private sector are to receive top priority.

The outline of Thailand's higher education policy for the next few years is therefore very much as follows:

1. There will be a much stronger emphasis on programs designed to educate specialists in scientific and technological fields.

2. There will be much less official interest in and support for the social sciences and the humanities.

3. Private colleges and universities will play a more important role in Thailand's overall higher education system.

4. Development of rural universities will not occur as was once predicted.

5. Students unable to enter a resurgent, Bangkok-based university (only 17% of all applicants in 1985 were successful) will be left to choose between international education options and one of Thailand's open universities.

6. Government-sponsored exchange students will not increase in number and might decrease, but numbers of self-sponsored international students can be expected to continue to rise.

7. Thailand will continue to rely less and less on external resources, such as the United Nations and USAID, to support education development programs. Unless hostilities on the Thai border with Vietnam's Cambodia become severe, thereby rekindling massive outside interest in Thailand's stability as a frontline, democratic nation, it is possible that by 1995 Thailand will cease to be a recipient of concessional or non-reimbursable aid for education development.

Institutional Profiles

The following represents a brief descriptive summary containing data and editorial comments about each of Thailand's fourteen state-sponsored universities. For a more detailed profile of these institutions, write to the University Development Commission, Ministry of University Affairs in Bangkok for a copy of the 1984 edition of "Introducing Public and Private Institutions of Higher Education in Thailand".

1. Kasetsart University (KU)

KU is generally recognized as the premier agricultural university in Thailand. Its present programs (12 faculties, offering 4 bachelor's, 5 master's degrees and the PhD in four fields) concentrate on agrarian sciences with a complement of programs in humanities. The university is linked with the Ministry of Agriculture and Cooperatives which sponsors a great deal of KU's research program. The school operates a tri-mester system 12 months a year. Undergraduate admissions are based on the government's annual Joint Higher Education Entrance Examination (JHEEE). Graduate admissions are based on the merit of applications submitted to the Graduate School's Admissions subcommittee. Thai is the medium of instruction in all but a few English-language upper division and graduate courses.

During the next five years the university's research focus will be centered around the use of 1) high technology agricultural production methods, 2) genetic engineering applications in agriculture, and 3) automated techniques designed for use in processing agricultural products for export. These three research directions are viewed as high priority areas within the policy framework of Thailand's new Sixth National Plan.

KU is establishing a new campus in Narkorn Panom Province. This campus should become one of Thailand's major agricultural research centers.

Expanding degree programs in the area of science and technology have created a need for faculty upgrading in certain specialized fields. These fields include genetic engineering, plant science, and horticulture.

During the 1984-85 academic year the student enrollment at KU was 8,559.

2. Khon Kaen University (KKU)

KKU is a regional university, serving the northeastern part of Thailand since 1967. While KKU is a comprehensive university with a full range of academic programs, it is especially strong in agricultural education. At present, the university is developing new programs in the fields of Associated Medical Sciences and Engineering. A need exists to either recruit or upgrade faculty in both these academic areas, especially at the Ph.D level.

KKU has research program which is coordinated through the university's Institute for Research and Development. This institute has received outside financial support in recent years from Canada, Australia, and the United States. In addition, the Thai-U.S. Education (Fulbright) Foundation has helped to sponsor advisors at KKU for several years. KKU has close linkages with Cornell University, the alma mater of the present Rector at KKU, Dr. Kawee Tungsubutra.

At KKU, as well as at other regional Thai universities, many faculty members do not like to work in rural areas; as a result, staff turnover is high, and the task of recruiting faculty members from universities in Bangkok is difficult. In addition, there are few incentives to encourage faculty outreach efforts into the rural areas of northeastern Thailand. As a result, much of the university's research is carried out by students under limited supervision from faculty advisors.

During the 1984-85 academic year the student enrollment at KKU was 5,245.

3. Chulalongkorn University (CU)

CU has long deserved the title of the citadel of higher education in Thailand. Established in 1917, its current resident teaching and research efforts run the gamut of academic disciplines and include several Ph.D programs. The university now has 15 Faculties, a Graduate School, 7 Institutes and 2 affiliated Institutions. CU has a faculty of 2,300 full-time and 400 part-time, including 50 expatriate instructors, mostly teaching languages. One out of every four faculty members has a Ph.D and two-thirds have master's degrees. The university offers the Ph.D in 10 fields, the master's in 86 and the bachelor's degree in 109 fields. CU offers first- and second-class honors degrees as well as ordinary degrees to students who study 7 semesters full-time and maintain a G.P.A. of 2.00 or more. Constant efforts by other universities to catch up with CU may have narrowed the gap in recent years, especially at the undergraduate level, but CU remains Thailand's most competitive institution.

CU's future as number one is clouded by several factors. First, the quantity and quality of Thai undergraduate level continues to increase. This competition is leading to a degree of innovation in CU's competing universities, with respect to both curriculum design and teaching approach. Secondly, universities other than CU tend to be staffed more heavily by young faculty members with fresh, advanced degrees from the United States. CU's faculty is noted for its senior, experienced albeit conservative faculty.

CU has an extensive capability for conducting social and economic research through four interdepartmental centers and institutes. The best known is the Institute for Social Research (ISR) which is currently conducting studies to be used in preparing Thailand's Sixth National Plan.

CU's Faculty of Political Science has traditionally had a strong influence on public sector decision-making in Thailand. CU graduates typically enter government service. Their common background as CU political science graduates often works as an effective network through which many governmental decisions are made.

One of Thailand's flagship international education offerings is CU's "Graduate Institute of Business Administration" (GIBA) program which the university co-sponsors with Northwestern University. Northwestern faculty members travel to Bangkok for six week periods to teach, in English, their regular graduate-level courses in business administration and economics. The students, in turn, can complete an MBA without leaving Thailand. The program costs US$1,000 for each 3-credit course.

During the 1984-85 academic year the student enrollment at CU was 17,000. Two doctoral degrees were granted, 677 master's, 146 higher certificates, 2,862 bachelor's degrees and 26 diplomas.

4. Chiang Mai University (CMU)

Like Khon Kaen University, CMU is a regional university in northern Thailand. While CMU is a comprehensive university, with a full range of undergraduate and master's level programs, special emphasis is placed on agricultural education and research in alternative upland crop production. CMU faculty resources need to be upgraded in the fields of medicine and certain high technology areas related

to agriculture. The new USAID science and technology project will rely heavily upon CMU as a regional university.

CMU's undergraduate program has 12 faculties offering bachelor's degrees in 64 fields of study. Seven graduate faculties offer 2-year master's degrees in 38 fields of study. Undergraduates are admitted either on the basis of the JHEEE or on a quota system which allows CMU to enroll up to 50% of its freshmen solely on the basis of residence in one of Thailand's 17 northern provinces.

CMU's extensive agricultural extension program has been successful in reaching a number of students who work for the Ministry of Agriculture and Co-operatives as tombon and district-level agricultural officers and who directly promote social and agricultural economic development. The university is also noted for its use of the extension program as a vehicle for gathering data of use to the university's research program.

Many CMU faculty members, especially in the Faculty of Agriculture, have graduate degrees from American universities (i.e. Oklahoma State, Michigan, and Wisconsin). Contacts are maintained with these universities and, from time to time, specific projects are carried out through institutional co-operative agreements. As at most colleges and universities in Thailand, academic linkages of CMU usually begin with alumni contacts.

During the 1984-85 academic year the student enrollment at CMU was 9,936.

5. Thammasat University (TU)

At present, Thammasat has 8 faculties, mostly in law and humanities; offers 30 undergraduate fields of study and 14 graduate fields; confers approximately 2,000 bachelor's and 200 master's degrees annually and has 567 full-time faculty (101 Ph.D's, 390 MA's, 76 BA's) and 26 foreign lecturers.

TU is in the process of opening a new campus north of Bangkok. This new campus will house most of TU's science and technology programs. TU hopes to open its new campus in 1986/7. However, the reality of a limited budget and resistance by some "old campus" faculty members may slow down the development of this new campus.

TU's main campus is developing a new program in maritime law, viewed to be an area of critical importance to export trade expansion projected in the Sixth National Plan.

TU also owns a rather large but still undeveloped tract of land near the beach resort of Pattaya. A joint proposal has been developed between Northern Illinois University and TU to use this land as a development training and research center. Efforts are being made to attract the interest of various funding sources, including USAID.

With the Sixth National Plan, TU will be faced with the challenge of adjusting its previous social science/humanities programs in keeping with the new national emphasis on science and technology. Further staff development at the Ph.D level is a recognized need of this university, especially in areas related to science, technology, and law.

TU has some long standing linkages with the University of London in the fields of law and economics. TU also works with the British Council's English language program. The university has an established English language center that supports the Ministry of Education's English program for secondary school teachers.

During the 1984-85 academic year the student enrollment at TU was 10,128.

6. Mahidol University (MU)

MU's strongest programs are in the biological and health sciences. This university will therefore play a major role in conducting research through the USAID-funded science and technology program. The MU offers bachelors degrees exclusively in health sciences, an MD in medical science and a doctorate in dental surgery. It offers master's and Ph.D's in humanities, social sciences and education. MU currently has 3 campuses.

During the 1984-85 academic year the student enrollment at MU was 7,856. This included 2,958 men and 4,898 women; 1,199 vocational students, 5,066 undergraduates and 1,591 graduates. Students are admitted on the basis of JHEEE results, although MU is allowed to enroll 15% of its freshman class from provincial students who may not have passed the exam.

7. Silpakorn University (SU)

SU is a two-campus university. Its downtown campus is noted for its programs in fine arts. The other campus, located 60 kilometers west

of Bangkok at Nakhon Pathom, offers degree programs in education, the social and physical sciences. Both campuses offer bachelor's and master's degrees only.

This university has an active community outreach program attached to its Faculty of Education. There exists a memorandum of cooperation between SU and the University of Missouri-Columbia (UMC), which provides for faculty exchange and limited tuition wavers allowing SU faculty to study towards advanced degrees at UMC.

During the 1984-85 academic year the student enrollment at SU was 2,735.

8. Sri Nakharinwirot University (SNU)

In its early years, SNU was classified as a teacher's college. At the present time the university includes eight campuses and has a total student enrollment of 23,754.

The SNU offers bachelor's, master's and doctoral degree programs in a comprehensive field of 55 widely varied subject areas. In recent years, the number of degree programs offered through SNU has increased significantly, creating a need for more highly-trained faculty in several program areas. One of these program areas is medical science. It is the plan of this university to shift its programs away from teacher training towards industrial technology and medicine.

The university has a number of administrative problems stemming from the fact that it is a multi-campus institution. There is so much rivalry between the different campuses for budget allocations and policy support, that there is a fair amount of support for a plan that would split the university into separate institutions. However, such a move does not have the support of the Ministry of University Affairs or the Thai cabinet and the situation is unlikely to change.

9. Prince of Songkla University (PSU)

PSU is a multi-campus, regional university in southern Thailand. This university is the most remote provincial university and is located in a region heavily populated by Muslims. In addition to two main campuses in the cities of Hadyai and Pattani, there is also a sat-telite campus on Phuket Island.

PSU offers four year bachelor's degrees (140-150 credits), a five year pharmacy program and six year dental and medical programs. Admissions

are based either on the results of the JHEEE national exam or through a direct admissions process which allows PSU to admit 50% of its students on the basis of residence in one of Thailand's 14 southern provinces. In addition, being in the deep south near Malaysia, the university has a special admission-by-examination channel for Muslim applicants.

PSU's Medical Sciences Faculty moved into its new university hospital in 1983. This hospital is the best medical center in southern Thailand. PSU's Faculty of Medicine is anxious to establish ties with American medical schools to promote research and exchange programs.

Two USAID-funded projects are being carried out at PSU at the present time. The first is in the Department of Home Economics Education on the Pattani campus and the second is in the Faculty of Natural Resources, on the Hadyai campus.

As with all multi-campus universities in Thailand, inter-campus rivalries exist between faculties PSU's different campuses. PSU's biggest challenge is to match its institutional resources to the unique characteristics of southern Thailand, and to avoid the temptation of attempting to pattern itself too closely after the Bangkok universities.

During the 1984-85 academic year the student enrollment at PSU was 5,377 including 54 graduate students, 214 certificate students and the remainder bachelor's degree candidates. Nine hundred and one faculty serve these 5,000 students.

10. Maejo Institute of Agricultural Technology (MIAT)

MIAT is a small institution located near the northern Thai city of Chiang Mai. Traditionally, MIAT has been responsible for training instructors to work in agricultural colleges throughout the country. MIAT admits only students who already have a two-year associate degree in vocational technical agriculture. MIAT offers a final two-year curriculum leading to the bachelor degree in agricultural technology.

MIAT attained university status in 1982. Since that time, the institute has expanded the number of its degree programs and now offers courses in 22 agricultural subfields. This program expansion has created a need for faculty development at both the master's and Ph.D level. MIAT has received outside financial support from the World Bank for certain kinds of capital improvements projects and

some funds for faculty development in the form of short-term study tours to various western countries including the United States.

A healthy institutional rivalry exists between MIAT and CU's Faculty of Agriculture. Both faculties see their future role in northern Thailand as being somewhat the same, and thus find themselves competing for the same government resources and outside grants.

During the 1984-85 academic year the student enrollment at MIAT was 1,117.

11. King Mongkut's Institute of Technology (KMIT)

KMIT is Thailand's leading institute of technology. As presently organized, the institute is divided into three different campuses. Each campus tends to take a slightly different approach, both in instructional philosophy and research topics.

Formally known as the Thai-German Technical Institute, the north-Bangkok Campus of KMIT is best known for turning out qualified functional technicians. This campus is still heavily supported by the German government. Many of the faculty on this campus have studied towards advanced degrees in Germany. The TGTI campus offers vocational certificates, diplomas, bachelor's degrees and master's degrees (the latter in Electrical, Mechanical or Technical Education Technology).

The Thonburi Campus, south of Bangkok, is noted for its applied engineering program. Over the years this campus has received a great deal of support from the Japanese government and, at an earlier time, from USAID. It offers bachelor's degrees in engineering, education and science; and master's degrees in chemical, mechanical or civil engineering, energy technology and biotechnology.

The third campus is located in the eastern part of Bangkok and is named the "Lardkrabang Campus". This campus also focuses on engineering and is also heavily supported by Japan. The Lardkrabang Campus has the most comprehensive program of any of the three campuses and, being newer than the other two, also has the best facilities. It offers diplomas, bachelor's and master's degrees and is the only KMIT campus with a doctoral program: electrical engineering. English is a prerequisite at KMIT, although instruction is always in Thai unless taught by a foreign instructor.

During the 1984-85 academic year the combined student enrollment at KMIT was 8,583 including only 1 Ph.D candidate, 398 MS candidates, and 3,838 BS aspirants. An additional 3,265 were aiming for diplomas and 1,081 for vocational certificates. The faculty totals 812, comprising only 41 Ph.D's, 359 MS degree holders and 412 Bachelors of Science. This year KMIT expects to graduate 3,000 students, conferring 20 MS degrees, 1,200 BS degrees, 1,100 diplomas and 400 certificates.

12. National Institute of Development Administration (NIDA)

NIDA is a specialized university focusing on public administration. NIDA offers programs at the graduate level only, having emerged from Thammasat University's graduate Institute of Public Administration. NIDA offers five master's degrees requiring 42-48 credit hours and a thesis. NIDA confers Ph.D degrees in "Population and Development" and in "Development Administration".

NIDA's faculty is composed of many adjunct instructors who have concurrent full-time positions in government ministries or departments.

Senior NIDA faculty members play important roles in shaping the National Plans. These same people are also used as consultants by international development agencies as well as by NGO's which operate in both Thailand and throughout Asia.

NIDA is often described as a social and economic "think tank" used by Thailand's National Economic and Social Development Board to formulate development policies and to evaluate their effectiveness.

13. Ramkhamhaeng University (RU)

The most important fact to remember about RU is that its enrollment of 409,686 students in 1985 makes it the world's third largest university.

RU is the older of the two open universities in Thailand. Seven faculties and three divisions offer 1,229 different courses leading to bachelor's degrees in 34 fields of study. Students must attend classes in order to obtain degree credits, leading to situations such as at RU's second campus when as many as 20,000 students may attend a total of no more than 38 lectures at any one time. The majority of RU students attend class on a part-time basis. Relatively few actually end up with enough credits (usually 144) to complete their degrees. Class sizes at RU can run as large as 2,000 students in one lecture

hall. With classes of such size, RU makes wide use of media-assisted learning, TV monitors, audio tapes, etc.

14. Sukhothai Thammathirat Open University (STOU)

STOU's approach to open education contrasts sharply with Ramkhamhaeng's. STOU conducts most of its educational programs through "distance learning" employing radio, television and correspondence rather than relying entirely on classroom lectures as does Ramkhamhaeng. The university awarded its first 9,600 bachelors degrees in 1983. During the 1984-85 academic year the student enrollment at STOU was 154,137.

STOU does not follow traditional practices of organising into faculties. It offers "Study Areas" or "Schools" instead, the principal difference being that instructors and students alike have absolute freedom to move back and forth between study areas. Nor does the university's teaching staff fit standard professor, assistant professor, etc. categories. Instructors are part-time only; all have outside jobs and are recruited to teach more on the basis of their practical knowledge than on their academic abilities or research credentials.

Fields of Study Profiles

Profiles of Thai students enrolled in U.S. universities in 1983/84 academic year follow:

PROFILES OF THAI STUDENTS ENROLLED

IN U.S. INSTITUTIONS OF HIGHER EDUCATION: 1983/4

	ACADEMIC LEVEL			
FIELD OF STUDY	Undergraduate (Freshman Sophomore Junior, Senior)	Graduate (Masters, Doctorate, Professional Training)	Other (Associate, Practical Training, Non-degree, Intensive English)	All Academic Levels
Business and Management	14.5	13.4	.8	28.9
Engineering	8.0	9.4	.1	17.5
Math and Computer Science	6.1	4.1	.1	10.3
Other	1.4	6.0	.1	7.5
Physical and Life Sciences	1.9	5.3	.0	7.2
Education	.5	5.8	.3	6.7
Health Sciences	1.5	2.6	.0	4.1
Humanities	1.6	2.0	.3	3.9
Social Sciences	2.1	1.2	.2	3.5
Agriculture	.1	2.6	.1	2.9
Fine and Applied Arts	1.4	1.2	.1	2.6
Undeclared	2.3	.2	.2	2.6
Intensive English	.1	.2	2.3	2.5
TOTAL %	41.3	54.0	4.7	100.0

Source: Biennial Individual Data Survey of Foreign Students, 1983/84, IIE

Total number of Thai students in U.S. institutions in 1983/84 = 6,940
in 1984/85 = 7,220

RECENT DEVELOPMENTS IN INTERNATIONAL EDUCATION: MACAU, 1985

Josef Silny, University of Miami

and

Jay Henderson, Institute of International Education

When asked about Macau, most Asians smile and mention gambling while most Americans draw a blank. Tourists who have been to Hong Kong and visited Macau tend to know a little bit about this tiny colony. And skilled Trivial Pursuit players are sure to have a fact or two on file. But woe be unto the U.S. university admissions officer whose job it is to judge the merit of an admissions application postmarked Macau. This brief profile of education in Macau and of the University of East Asia is therefore designed to be of assistance to admissions offices. If Trivial Pursuit enthusiasts benefit from it as well, all the better.

Macau is actually a trio of islands only six square miles in area linked by land and man-made bridges to the Asia mainland very near the mouth of the Pearl River in south China. The colony has no airport and no railhead. To enter Macau, one must either cross into it by road from China - a route to be avoided - or by boat from Hong Kong. Armed in advance with a Macau visa and a hydrofoil ticket, rushed visitors will find it possible to land in Hong Kong and arrive in Macau before sunset.

Macau was colonized by the Portuguese 429 years ago, in 1557, and has remained in their hands ever since. The Portuguese paid rent for the colony until the Opium Wars in the mid-19th century, when Portugal tried but failed to declare Macau's independence from China. Subsequent Lisbon governments have undertaken increasingly less possessive policies, culminating in an offer in 1974, after a military coup in Portugal brought political changes, to turn the colony back to China. China has postponed the event, preferring to emphasize "prosperity and stability" over all and, more recently, to deal with the larger question of the repatriation of Hong Kong.

Now that agreement over Hong Kong has been reached, at least in the eyes of the British and the Chinese governments, political change in neighboring Macau can be expected to proceed apace. In fact, it has already begun.

The Chinese in Peking speak of the need to rid Macau of its colonial superstructure. And Portuguese leaders are again exploring for the most graceful exit. Ironically, few involved, least of all Macau's powerful pro-Peking Chinese General Chamber of Commerce, want to rush things. Maintaining confidence in Hong Kong's future and its return to China is of overriding importance. Little could be gained even if Macau managed safely to return first to the fold, but much could be lost across the way in Hong Kong if even the slightest slipup occured in Macau. Sino-Portugese talks on Macau's future are set to begin in 1986. Residents of the colony are suffering the same case of jitters that recently shook its more famous neighbor.

PUBLIC EDUCATION

There are approximately 52,600 students studying in the Macau educational system. About 10,000 students are enrolled in 59 kindergartens; 31,300 in 66 primary schools; and 11,300 in 25 secondary schools. Of the 150 schools in Macau, 142 are private and 8 are public. Inasmuch as education is not compulsory at any age in Macau, the government feels its main obligation in education is to serve Portuguese-speaking children. These 3,600 students (less than 7% of the colony's K-12 student population) receive nine years of free public education.

The language of instruction in the public schools is Portuguese and the syllabi and curricula are imported from Portugal. The government's goals for its public schools are to help Macau's Portuguese citizens (six percent of the population) gain entry into universities in Portugal and, secondly, to train Macau citizens of Portugese descent for employment with the government of Macau as civil servants. Non-Portugese residents of Macau attend private schools (see below).

The public education system in Macau operates on a 4-2-6 basis:

Escola Infanti	ages 3- 6	kindergarten
Escola Primaria	ages 6-10	grades 1-4
Ciclo Preparatorio	ages 10-12	grades 5&6
Ensino Secundario	ages 12-18	grades 7-12

The public system consists of one kindergarten, four primary schools, and three secondary schools. Students follow a common curriculum up to grade nine. They then begin to specialize in grade ten and take six to seven subjects in their major in addition to Portuguese, Philosophy and a Foreign Language. Students who finish grade 11 receive Diploma do Ensino Complementar Liceal. Two of the three public secondary schools, Escola Comercial Pedro Nolasco Da Silva and Colegio D. Bosco*, offer instruction through grade 11. This is insufficient for entry into Portuguese universities. Therefore, graduates of these two secondary schools who wish to qualify for university entrance must enroll in Liceo Nacional Infante D. Henrique, the only public secondary school in Macau offering

*Escola Comerical and Colegio D. Bosco are nominally private, but are fully funded by the Macau government.

grade 12 leading to Certificado Do 12 Ano. Courses for this grade 12 certificate are offered only in the evening; about 60 students enroll each year. Typically, about half of those who begin grade 12 find employment in civil service a few months after completion of grade 11 and consequently fail to finish grade 12.

Students in public grade 12 receive only 12 hours of instruction in three subjects. Upon completion of grade 12, students who wish to enter a university in Portugal must pass written examinations set and marked by the Department of Education in Portugal. The grading system on these examinations is from zero to 20; 10 is the minimum passing grade and 20 is the top grade. Students in Macau who qualify for entrance into a university in Portugal are guaranteed access and free tuition. It is therefore unlikely that these students would seek admission to a university in the United States.

PRIVATE EDUCATION

Private education in Macau presents a somewhat different picture - some 49,000 students attend private schools. Approximately 25,000 are in Catholic schools; an additional 20,000 study in private unaffiliated schools; and 5,000 study at Protestant schools. The government of Macau reserves 14.5% of its annual educational budget of 30 million patacas (US $3.8 million) to subsidise the 94% of all Macau's students who have no choice but to enroll in private schools because they are non-Portugese.

Below is the outline of the private school system in Macau:

Kindergarten	3 years	age 3 - 6
Primary School	P.1 - P.6	age 6 - 12
Secondary School	F.1 - F.6	age 12 - 18

Private schools in Macau do not follow a common curriculum, because the Department of Education does not offer a secondary school certificate of education examination. Each private school tends to adopt a curriculum which best serves its perceived needs.

Cantonese is the medium of instruction in private primary schools. Of the 22 private secondary schools, 19 offer instruction exclusively in Cantonese. Two of these schools follow the curriculum of general secondary schools of the People's Republic of China and graduates may apply to enter higher education in China. The remaining 17 Chinese-language-only secondary private schools follow the curriculum of Chinese middle schools in Hong Kong and students may sit for the Hong Kong Higher Level Examination in order to qualify for admission to the Chinese University of Hong Kong. Some of these students also sit for entrance examinations to universities in Taiwan.

Most applicants to overseas English-speaking universities will come from the three Anglo-Chinese private secondary schools in Macau: Yuet Wah College for boys, Sacred Heart Canossian College, and Santa Rosa Da Lima College for girls.

Students in the Anglo-Chinese schools follow the University of London General Certificate of Education Ordinary Level syllabus. They sit for the GCE 'O' Level examinations after completion of Form V. At the Yuet Wah College, out of 90 Form V students, about 40 can be expected to get five GCE 'O' Level passes and 10 to get GCE 'O' Level passes in English. Top students may also sit for the GCE Advanced Level examinations in Chinese and mathematics after completion of Form V.

While students in the British educational system normally spend two years to prepare for the GCE Advanced Level Examinations, Form VI lasts only one year in Macau's Anglo-Chinese private secondary schools. Form VI students prepare for the GCE 'A' Level examinations in Chinese, Mathematics, Physics and Chemistry.

THE UNIVERSITY OF EAST ASIA

Anglo-Chinese secondary school graduates have traditionally pursued higher education overseas, primarily in Hong Kong, Canada, United States and the United Kingdom. As of 1981, students in Macau have been able to pursue higher education at home at the University of East Asia (UEA). UEA is a private institution of higher education with English as the medium of instruction. It is located on a 25-acre site made available by the government of Macau on Taipa Island. (Note: the authors are grateful to Mr. Edward Wong of the University of East Asia for the information and assistance he provided for several sections of this report.)

The government of Macau officially recognized the University of East Asia on July 26, 1985. The Governor of Macau is the Chancellor of UEA and the government of Macau provides UEA with an annual subsidy of 3 million patacas (US $384,000).

UEA was founded by a group of Chinese from Macau, Hong Kong and Canada, because Macau had no institution of higher education, neighboring Hong Kong did not have sufficient university spaces, and other countries in Asia also lacked spaces for students of Chinese origin.

The first phase of construction of the campus consists of the Tai Fung Building with classrooms, offices and conference rooms. The university's other capital-construction investments include a 30,000 square-foot library which now has 35,000 volumes in English, Chinese and Portuguese; students residence halls; staff quarters; a multi-purpose cultural center with a seating capacity of 800; an exhibition hall and a convention center.

Having no local faculty from which to draw, the UEA has recruited faculty from Portugal, France, Japan, Germany, the People's Republic of China and elsewhere around the world. Faculty retention and turnover is a problem for the university and is likely to remain so until the institution's academic level is better understood.

At the moment, the UEA is in an uphill battle for credibility and recognition. This would be the case for any new institution and UEA's chances for success would be about even with other fledgling Asian universities were it not for several factors.

First, there is opposition in Hong Kong. The UEA was conceived as a response to the fact that nearby Hong Kong was at the time, and still is, opposed to the development of an open university of accommodate its many secondary school leavers who fail to become one of the few to be admitted to one of the universities in Hong Kong. Whereas it is true that these Students might do well in university studies, the Hong Kong government's considered policy was that they would be of greater use to the society if their talents were instead channeled into vocational and technical areas. Hong Kong reasons against an open university relate to the belief that it would lead to unacceptable numbers of unskilled and unemployable college graduates. Proposals to establish an open university are still being opposed by the Hong Kong government. For these and other reasons, Hong Kong does not recognize UEA degrees and says that it will not until an independent outside expert conducts an assessment of the university and announces its findings to the public. Nor does the University of Hong Kong recognize UEA degrees, for much the same reason. The Chinese University of Hong Kong has admitted UEA graduates, at least two and is considering more, but CU does not have a categorical policy vis-a-vis UEA. Rather, UEA graduates are considered on a case-by-case basis.

Secondly, Macau is far from being a tenure battleground for skilled academics. Good faculty are difficult to find and even harder to keep. This would not be such a problem if the university could replenish faculty turnovers with local recruits. But every one of its professors must come from outside the colony. Even an established university would have great difficulty building an entire faculty of foreigners. UEA was faced with this problem before its first spade of ground was broken.

Thirdly, the University of East Asia has so many cultural hurdles to cross to get even the simplest job done, it is a testimony to Rector S.S. Hseuh's reputation for indefatigability that the UEA has progressed as far as it has. After all, the UEA is an English-language university with a Chinese student body in a Portuguese territory. No university just starting up needs problems like that.

All things considered, the UEA is still far too young an institution to pass judgement on. It has a few built-in impediments which it still must convert to strengths but it also has accomplishments to which to point. What is viewed by some as an exaggerated campaign of self-praise in defense of its programs is seen by the university as necessary publicity. Some American universities have begun admitting UEA graduates and more will surely do so next year. As these students progress and if and when the UEA invites an outside evaluation of its programs, a more accurate picture of the institution's academic standards than now exists will emerge.

UNIVERSITY COLLEGE

UEA's University College emulates British undergraduate programs. In order to be admitted to the three year program in Humanities, Social Science or Business, applicants must have at least 5 GCE passes, including English language, and at least two GCE passes must be at the Advanced level. Students take 6 courses each year and must complete 18 courses within 3 years. Final year examinations are assessed by external examiners. Graduates receive the degree of Bachelor of Arts, Bachelor of Social Sciences or Bachelor of Business Administration. During the 1984-85 academic year, the enrollment was 200 students.

GRADING SYSTEM

A = 70 - 100
B = 60 - 69
C = 50 - 59
D = 40 - 49
E = Fail (below 40)

JUNIOR COLLEGE

The Junior College offers courses for students who wish to sit for the University of Cambridge or University of London Ordinary or Advanced Level examinations.

A course is offered for students who lack satisfactory English proficiency in order for them to prepare for the Cambridge and London 'A' and 'O' level examinations. Students in this program have had some English language instruction in the past (e.g. Anglo-Chinese schools in Macau and Hong Kong).

An intensive one-year course is offered to students who have successfully completed Form VI (grade 12) or the equivalent, but have studied in a language other than English. Students are enrolled in a seven week Intensive English Program during the summer prior to the beginning of the academic term. Students study English for the remainder of the one-year program, together with three academic subjects. Academic subjects offered are at the 'A - O' level. This program mainly prepares students for entrance into the University College of UEA.

In 1984 the Junior College began to offer the Associate Degree program modeled after the U.S. Community College program. For entry into the first year of the two-year Associate in Arts (AA) or Associate in Science (AS) degree course:

a. An applicant must have satisfactorily completed sixth form (grade 12) of secondary school education, plus:
   1. Grade E or higher in five subjects including English passed on the Hong Kong Higher Level Examination (HKHLE); or

   2. A combination of grade E or higher in five subjects including English passed on the HKHLE and Hong Kong Advanced Level examination (HKALE); or

   3. Grade C or higher in five subjects including English passed on the GCE 'O' Level Examinations; or

   4. A combination of five subjects passed including English on the GCE 'O' and 'A' Level Examinations; or

   5. A combination of five subjects passed including English on the HKHLE, HKALE, GCE 'O' and 'A' Level Examinations; or

   6. TOEFL score of 500 plus College Entrance Examination Board (CEEB) Scholastic Aptitude Test (SAT) score of total 875 (verbal + Math) or higher;

   7. Such recognized qualifications as are deemed equivalent to requirements 1 - 5 above.

b. Mature students (over 23 years old) who do not possess the above-mentioned academic qualifications are considered for admission on an individual basis.

The Junior College operates on a semester basis, uses the credit system and the traditional U.S. grading system. (A is the top grade and F is a failure). The Associate Degree is granted upon the completion of 60 credits, fulfillment of specific distribution requirements, and attainment of a minimum grade point average of 2.3.

Students who have satisfactorily completed the Associate Degree program may be accepted as second year students at the University College. It is expected that many Junior College graduates will apply as transfer students to U.S. and Canadian universities.

During the 1984-1985 academic year the Junior College's enrollment was 220 students. This is the fastest growing division of UEA and during the 1985-86 academic year, the Junior College anticipates enrollment of 300 students, of which 190 will be enrolled in the Associate Degree program.

GRADUATE COLLEGE

The Graduate College of the University of East Asia was established in March of 1984. It comprises Schools of Arts, Management, and Social Sciences. The degrees of Master of Arts, Master of Social Sciences and Master of Management studies are offered through thesis and limited attendance on campus. These graduate degrees are awarded to candidates who, on completion of an approved program of research, present a successful thesis and pass an oral and/or written examination. Lecture attendance is limited to two weekends on campus, each lasting from Friday evening to Sunday afternoon. The medium of instruction may be English or Cantonese, and the thesis may be written and examined in the medium of instruction selected. Individual application for a language-medium other than these two languages are also considered. A candidate is expected to complete the Master's Degree in two years.

Admissions requirements for the Master's degree program are either 1) a Bachelor's Degree or 2) a Bachelor's Degree equivalent and additional tertiary level study or significant work experience. During the 1984-85 academic year 50 students were enrolled in these three MA programs.

A fourth Master's program, leading to the Master of Business Adminstration degree, is offered to those who work on a full-time basis. Completion of the program normally takes two years of part-time study. However, students may proceed at a slower pace and complete the curriculum in five consecutive years. Classes are held on the University of East Asia campus once a month in the form of weekend schools, from Friday evenings to Sunday afternoons. The medium of instruction is English. The Master of Business Administration degree has a modular structure. Each module has 16 contact hours. A student must complete 20 modules. Admissions requirements are a Bachelor's Degree (or its equivalent) and at least two years of significant full-time work experience.

Students who have relevant work experience, but not a university degree or an academic qualification equivalent to a degree, may enroll in one of four Diploma programs:

Management (16 months)
Banking (12 months)
Travel and Tourism (12 months), and
Human Resources Management (12 months).

Those who are awarded diplomas are eligible to transfer their credits to the MBA program, thus enabling them to complete the degree in 12 to 18 months of study. During the 1984-85 academic year, 400 students were enrolled in the MBA Degree Program and 200 were enrolled in the Diploma programs.

OPEN COLLEGE

Courses in the Open College are conducted with the use of multi-media distance teaching techniques, and in cooperation with other open learning institutions, particularly the British Open University, Massey University of New Zealand and Royal Melbourne Institute of Technology of Australia. Although courses are available for students to complete a four year Bachelor's Degree, at the present, students tend to complete the equivalent of one year of study and then apply for admission as transfer applicants to British and Commonwealth universities. During the 1984-85 academic year, 2,500 students were enrolled in the Open College.

COLLEGE FOR CONTINUING EDUCATION

In addition fo a variety of non-credit certificate and diploma programs, the College for Continuing Education offers an External Chinese Bachelor's Degree Program. As in the Open College, distance teaching methods are employed. Chinese (Cantonese) is used as the main medium of instruction. However, English is also used in courses in Business Administration, Applied Mathematics, Social Sciences and Communication. Students may take three to six years to complete their studies and obtain a B.A., B.B.A., B.Sc., or B.Soc.Sc. degree. During the 1984-85 academic year, the enrollment in the College for Continuing Studies was 1,200.

The University of East Asia is a young institution. It is expected that many new majors may be offered in the future.

RECENT DEVELOPMENTS IN INTERNATIONAL EDUCATION:

INDONESIA, MALAYSIA AND BRUNEI, 1985

NORMAN G. GOODMAN

INTRODUCTION - SOUTHEAST ASIA

Education in Southeast Asia continues to be an arena for exciting and dynamic developments. In many ways the economic and social transformations of the countries of Southeast Asia are also played out through their education systems and educational policies. Southeast Asia has been one of the major sources of foreign students to the U.S. and it is expected that this will continue into the foreseeable future.

Unlike the economies of some countries in Latin America and Africa, the economies of most Southeast Asian countries have continued to grow at a rapid pace. While there has been some slowing due to the world-wide recession and falling oil prices, the World Bank has just reported that Asia and the Pacific taken as a whole posted a 6.3 percent increase in gross domestic product for 1984. This economic growth coupled with careful management of their economies and tolerable foreign debt levels have helped maintain the economic strength of the Southeast Asian countries.

Meanwhile, rapid population growth, expanding secondary school systems, continuing prosperity, and national development plans which call for the transfer of technology from the more developed countries of the world have all taxed the capacities of local universities to their limits. Increasingly the governments of several Southeast Asian countries and private individuals have turned to overseas education to meet their needs for higher education. The United States is one of the countries of preference.

In the pages that follow are briefings on some of the more important and/or interesting developments in Indonesia, Malaysia, and Brunei. These are the three countries which I regularly visit in my capacity as IIE's representative in Jakarta. These reports are not meant to be primers on education in these countries and I have assumed that the readers are already somewhat familiar with at least Malaysia and Indonesia. Moreover, I have refrained from making too many interpretive comments in these briefings as these may be better made during the seminar sessions themselves and the length of these papers would have doubled at least. Hopefully, the information presented here will raise questions and provoke lively discussion at the seminar.

INDONESIA

Facts and Figures

* The population of Indonesia is approximately 160 million. The population growth rate is 2.3%. By 1990 the population will be 180 million. Indonesia is the fifth largest country in the world.

* 62% of the population lives on Java which comprises only 7% of the total land area of Indonesia. It is said that if California had the same population density as Java, there would be 300 million people in California. Altogether there are 13,000 islands which make up the Indonesian archipelago.

* 51% of the population is under the age of 20.

* Indonesia has the largest Muslim population in the world.

* Per capita income in Indonesia is estimated at $560 per year.

* Approximately 55% of the labor force is employed in agriculture. 75% of all Indonesians live in rural areas but the urban growth rate is 4%. Industry has been the fastest growing sector of the Indonesian economy since the late 1960's.

* Oil and gas contribute approximately 70% of both foreign exchange revenues and taxation for the government.

* Shortly after Independence in 1945, there was only one university in Indonesia. Now there are over a hundred public and private universities.

* Only 20% of the total population has completed elementary school, less than 5% have completed high school and less than 1% have completed university education.

* Of all university age Indonesians, only 4.6% are enrolled in higher education and only half of these are in public institutions.

* Estimates are that in 1986/1987 the Indonesian government will be sending 1,300-2,000 sponsored students to English speaking countries. These will be predominantly graduate students.

Bulletins

* Canada through the Canadian International Development Agency (CIDA) has made a C$9 million soft loan to the Indonesian government for overseas training, in 1985.

New Minister of Education and Culture Appointed

President Suharto appointed Dr. Fuad Hassan to be the new Minister of Education and Culture in Aug 1985. Dr. Fuad replaces Dr. Nugroho Notosusanto who passed away suddenly in June. Dr. Fuad received his Ph.D. in Psychology

from the University of Indonesia and has previously studied in Canada. He taught at the University of Indonesia and served as Chairman of the Psychology Department. He has also served as Indonesia's ambassador to Egypt and most recently he was Director of the Training Division of the Ministry of Foreign Affairs.

The new minister immediately set three priorities for his stewardship. These are 1) stabilization of the curriculum, 2) increased administrative efficiency within the Ministry, and 3) creation of a public forum for the discussion of problems in the education system. Point two is of particular interest to the international community because one of the primary target areas for increased administrative efficiency is the implementation of the numerous World Bank and Asian Development Bank projects in the education sector. Most of these projects are considerably behind schedule.

Demand for Higher Education is Growing

Indonesian higher education has expanded very rapidly since 1947. The first university in Indonesia was established in 1947. Now Indonesia has 43 public universities and some 57 private universities. Altogether there are over 300 tertiary institutions in Indonesia including polytechnics, training institutes in each of the ministries and private schools. Nevertheless, the Director General of Higher Education has said that in 1984 he was faced with 500,000 SMA graduates (high school graduates) and there were altogether approximately 250,000 opportunities to pursue further studies at the tertiary level. This includes both public and private tertiary opportunities.

Only 14% or about 70,000 of the more than 500,000 students who took the public university entrance test (SIPENMARU) were accepted at the 43 public universities and teachers colleges (IKIPS). 15,000 others were selected through the PMDK selection process (as described below).

By 1988, the Director General predicted there would be 1.2 million tertiary qualified SMA graduates and approximately 400,000 tertiary opportunities including 150,000 places in the new Open University (established in 1984). Thus even with a relatively rapid expansion of local tertiary opportunities, Indonesia is falling behind in accommodating its own students.

According to the Fourth Five Year Development Plan, the government hopes to double the number of tertiary education enrollments from a total of 800,000 today to 1.6 million by 1990.

University Selection Procedures Change

Selection to the public universities in Indonesia underwent some important modifications in 1984. Previously there were four selection systems for public higher education institutions. Each system related to a specific set of institutions. Students either underwent several tests to apply to these institutions or limited the probability of being accepted anywhere by taking just one test for one group of institutions.

Beginning in 1984, the four system selection process was reduced to two systems. Ten percent of all university places are given to the best students throughout the country as identified by their schools and regional

education offices. (This is the PMDK program.) The concept behind this program is to encourage university enrollments from the outerlying regions of Indonesia. These regions are generally underrepresented in universities because their students cannot compete on a straight achievement basis with students educated in the urban areas of Java.

The remaining 90% of all places in public institutions are filled through a competitive university entrance exam (the SIPENMARU). Students are permitted to indicate three choices of institutions or programs at a university they wish to attend. Universities are filled according to the student's choices and scores. Students with the highest scores will get their first choice of program and university. Students not scoring at the highest levels, however, risk choosing fields of study and/or universities that may be so competitive that all places are filled. These may be very bright students, but because they chose more competitive programs they may not be accepted by any of their three choices. Less well qualified students who select less competitive fields and/or institutions may get accepted while the better qualified are left to find places in the private universities or go abroad.

Some Recent Developments in Local Higher Education

Two of the most interesting developments on the local university scene are the establishment of the Open University (Universitas Terbuka) and the Institute of Technology Indonesia.

The Open University officially began classes one year ago. It received 266,000 applications of which 53,000 were accepted. However, actual enrollment fell considerably below 53,000 and it is rumored that there were 25% dropouts. Nevertheless, with the most recent intake of students the enrollment now stands at about 93,000. The government expects there to be 200,000 students enrolled by 1990.

The university is modelled after other open universities in the U.K. and Thailand. Course material is presented through self-instructional materials, radio and television. Tutorials are available to students during the semester at state universities. These tutorials are given by faculty of the state institutions. Exams are given at the end of each semester. Courses currently available through the Open University are Economics and Development Studies, Public Administration, Business Administration, and Applied Statistics. Tuition at the Open University is $106 per year.

The Institute of Technology Indonesia is a private institution being built with the support of the Minister of Research and Technology Habibie. ITI is still in the formative stages but hopes to model itself after MIT in the U.S. Cooperative arrangements with MIT have already been worked out. ITI will be located on some of the land allocated for Indonesia's Science and Technology Development Center (PUSPITEK) in Serpong about thirty minutes outside of Jakarta. In this location it will be well situated to work cooperatively with the six research laboratories being built at the Center.

One of ITI's major objectives is to boost the local production of Indonesian engineers. To date, it is estimated that Indonesia has only 36,000 trained engineers with a capacity to produce approximately 3,400 new engineers per year. According to Indonesia's development plans, the country will need

200,000 engineers by 1994 but at the present pace will produce only about half this number.

Indonesia Borrows Millions to Develop Human Resources

Indonesia is one of the biggest borrowers from the World Bank and the Asian Development Bank and a substantial portion of these borrowings is designated for human resource development. At the moment, the Ministry of Education and Culture is implementing seven World Bank Projects amounting to approximately $575 million. These projects include such things as primary and secondary school development, university development, examination preparation, and administration of the Ministry itself. All have overseas training components, some large and some small.

As another example, the Ministry of Research and Technology has just borrowed $93 million from the World Bank to upgrade staff at six research institutes. Altogether there will be 1200 degree fellowships and 300 non-degree fellowships. This is the first time the World Bank has ever made a loan which is entirely devoted to overseas training.

Indonesia also has eight current loans for education from the Asian Development Bank. These loans total $306.5 million.

New Rules Concerning Undergrads Studying Overseas

One of the inhibiting factors in the flow of Indonesian undergraduates to the United States has been that all such students were required to seek permission to study abroad from the Ministry of Education and Culture. Fulfilling this requirement could take considerable time and might also be difficult for some students to acquire. Without Ministry permission students could not apply for student exit permits from the Immigration Department. Without a student exit permit, students overseas faced difficulties in dealing with the Indonesian Embassies when it came time for them to renew their passports.

In 1985, the Ministry changed this requirement so that students wanting to study overseas would simply have to register with the Ministry of Education and Culture. This should encourage more students to seek overseas education.

Indonesian Government Sponsors Undergraduates Overseas

In another development, the government has decided to sponsor a limited number of undergraduates for study overseas. In principle, the government does not allow government sponsorship for undergraduate study abroad but it has agreed to sponsor a group of about 300 specially selected undergraduates under a larger training project in the Ministry of Research and Technology. These undergraduates will all be studying for engineering degrees and virtually all will be going to Germany, Holland, or France for their programs. Other ministries have shown great interest in this project and are eager to develop undergraduate programs of their own. The fact that the Ministry of Research and Technology has been able to obtain necessary approvals from the rest of the government to allow their undergraduate program may indicate a softening of government policy on sponsorship of overseas undergraduate education. Indeed, the Ministry of Education and

Culture has recently sent a total of about 50 undergraduates to Holland under a program funded by the Dutch.

Indonesia's New Policy of Self-Management

Toward the end of 1983, the government declared a new policy with regard to the implementation of major educational development projects. The policy has come to be known as the self-management policy. Up until this time the government had permitted the contracting of foreign firms to assist in the implementation of development projects funded by the World Bank, Asian Development Bank or other foreign agencies in the education sector. A prime example of this is the University Development I Project funded by a loan from the World Bank. A large portion of this project has been contracted to MUCIA, the Midwest Consortium for International Activities.

However, under the self-management policy the Ministry of Education and Culture is severely restricted in the kind of contracting for outside services it can undertake. The idea is that the Ministry must assume a greater role in administering its own programs. With regard to overseas education, the Ministry can no longer contract with foreign agencies to assist in placing their candidates. Instead it must devise its own methods for getting their candidates into programs. In order to accomplish this the Ministry has established a unit called TAMU which stands for Technical Assistance Management Unit which has assumed responsibility for much of the placement work on more recent World Bank/Ministry of Education and Culture projects.

Also in conjunction with the self-management policy, the government has established a national steering committee to coordinate the government's overseas fellowship programs and help establish national policies to govern these programs. The working arm of this national steering committee is the Overseas Training Office (OTO) located at BAPPENAS, the Agency for National Development Planning. The OTO is receiving assistance from MUCIA and the Harvard Institute for International Development (HIID) through a grant and loan from the U.S. Agency for International Development.

The OTO has so far concentrated its efforts on researching problem areas in the implementation of government sponsored overseas fellowship programs and making recommendations to the government on means to remedy these problems. One of the first problem areas to be investigated is the difficulties Indonesians have satisfying language requirements for admission to U.S. and other foreign universities. It appears the government is coming to the realization that it must allocate resources and time for substantial pre-departure preparation. The OTO will also be making recommendations on candidate selection criteria, placement procedures, monitoring, supervision, and re-integration of graduates.

USIS Counselling Center Moved/New Coordinator Appointed

For the past several years USIS has maintained a small student advisory service at PPIA (the Indonesian-American Friendship Society). This service has done its best under very cramped conditions. However, USIS hopes to improve and expand the counselling program. As of the beginning of September, the majority of the counselling program has moved to the Embassy compound into a portion of the former USIS technical library. (The

technical library is being moved to a new office building off the embassy compound.) USIS will continue to support on a limited basis a counselling program at PPIA.

USIS Student Advisory Service Reports 1984-1985 Statistics

The student advisory service of USIS has prepared the results of the questionnaire which each student applying for a visa at the Embassy is asked to complete. A little over half of all students applying for student visas returned the questionnaire. Below are some of the more interesting findings.

Between March 1984 and March 1985, 3,857 F1 student visas were issued. This represents an increase of 16% over the previous year. J1 visas increased a mere 2%.

Ninety-six percent of the students responding to the questionnaire reported that they intended to self fund their studies in the U.S.

Sixty-nine percent of the students (1219) responding intended to pursue Bachelors degrees while 14% (256) were seeking graduate degrees. Of the remainder, 8% were going to enter English programs and 6% were going to study for Associate Degrees.

Twenty-two percent (353) of the total responding reported that they consulted the student advisory service while another 9.6% said they had consulted a placement agency. Twelve percent of the respondents said that the student advisory service was their main source of information.

Some Critical Issues for Indonesian Higher Education

- How to rapidly expand the Indonesian higher education system in order to cope with the rapidly growing population of qualified secondary school graduates.

- How to improve the quality of local higher education while undergoing rapid expansion.

- How to find and/or develop adequately qualified candidates to efficiently utilize overseas fellowship funds.

- Defining the paramaters of self-management in the implementation of overseas fellowship programs specifically and educational development programs in general.

MALAYSIA

Facts and Figures

* Per Capita Income in Malaysia is estimated to be about US$2000 per year, one of the highest in Asia.

* GNP in Malaysia has averaged about 6% since independence in 1957. However, this year it may fall below that average.

* The estimated birthrate in Malaysia is 2.5% per year and the Prime Minister wants to boost the population from the current 15 million to around 70 million.

* Official Malaysian statistics reported that there were more than 58,000 students enrolled overseas in 1983. There were some 40,000 in 1980. It is estimated that in 1985 there may be as many as 70,000 Malaysian students abroad. There are more Malaysian students seeking tertiary education outside Malaysia than inside Malaysia.

* MACEE reports there were some 7,000 new Malaysian students who left to study in the U.S. in 1985. This represents an increase of 18% over the previous year.

* Approximately 81% of those going to the U.S. were undergraduates. Approximately 30% were transfer students. The number of transfer students will increase dramatically in the years to come, see below.

* Malaysians can now be found at 512 U.S. institutions of higher learning.

* According to MACEE's 1984 annual report most new Malaysian students were in one of three fields: Business (37%), Engineering (31%), and Computer Science (10%).

* Also MACEE reports that 60% of the new students were government sponsored.

* The largest growth in Malaysian students has come from the privately sponsored students in the last few years. According to one report, there were 11,538 Chinese studying abroad in 1980. By 1983 the number jumped to 21,181. More than 70% of all Chinese enrolled in degree programs in 1983 were studying overseas.

* 230,577 candidates took the SPM (Form 5 Exam) in December, 1984. 15,000 earned Grade One, 32,000 received Grade Two, and 50,659 received Grade Three.

* 34,470 students entered Lower Form 6 in 1985. This represents 33.5% of the 102,981 who passed the SPM (Form 5 exam). Last year 30,106 or 31.7% were taken into Lower Form 6.

* Only 1 of 8 STPM (Form 6 exam) takers were accepted in local universities. 68,000 STPM students did not get places in local universities.

* Local universities now accommodate over 30,000 students in degree

programs. This is nearly a 100% increase in the last 8 years. It is hoped that the current six universities will eventually be able to accommodate 60,000 students.

* Bumiputras (predominantly Malays) take approximately 65% of all places at local universities.

Bulletins

* Malaysia intends to replace the SRP (Form 3 exam) in 1991. The SPM (Form 5 exam) will be replaced in 1993. Both will follow the implementation of a new secondary school curriculum known as the KBSM.

* The Standard 3 exam has been abolished and the Standard 5 exam will be replaced with a Standard 6 assessment in 1988.

* Australian university fees are scheduled to rise 20% to 30% between now and 1987.

* All Malaysian universities are now on the semester system.

Malaysian Government Sponsors Elite Form 5 Students for U.S. Degrees

The Malaysian government has for the past few years selected some of the very best Form 5 graduates for scholarships to study in the U.S. This select group is given special treatment in the hopes that these students might succeed in gaining admission to some of the more competitive institutions in the U.S. Approximately 1,400 students are identified for this program through "forecast" results of their SPM (Form 5 Exam) which is taken in September. They are invited to attend a six month preparatory program beginning in January following their SPM exam. If their SPM results are Division I as predicted by their forecast results, they are eligible for the government scholarships and are sent abroad without having to attend the two year colleges as is now required of all other government sponsored students (see below). SPM results are generally reported sometime in March.

Most Malaysian Government Sponsored Students To Attend First Two Years of U.S. Degree in Malaysia

In response to a call from Prime Minister Mahathir in 1983, several academic programs have been established in Malaysia which are designed to provide up to two years of transferable credits toward U.S. degrees. There are two major reasons for these programs. First, the government has been concerned for some time that government-sponsored undergraduates are ill-prepared for life in the U.S. and are subject to many undesirable influences including Islamic extremism and politicization critical of the Malaysian government. The government-sponsored two-year programs will provide additional training in Islam and Malaysian civics over and above the regular academic program in the hope that the students will be less influenced by extremist elements overseas.

The second motivating factor behind the two-year programs is cost. The government provides sponsorship to some 14,000 students in the U.S. at an estimated cost of M$336 million or approximately US$140 million. There are additionally another 10,000 privately sponsored students in the U.S. By

conducting the first two years of a U.S. degree in Malaysia, the government expects to conserve on these foreign exchange funds, and reduce the cost of overseas education.

The largest two year program is being run out of the Institute of Technology MARA (ITM) through its College Preparatory Program. At the present time it plans to absorb approximately 4,000 government sponsored students. This represents the majority of the Form 5 candidates sponsored by the Public Services Department, the Ministry of Education, the Defense Department and Petronas (the national oil company) for overseas study. Of these approximately 2,400 will be bound for the U.S.

The concept behind this program is to bring U.S. institutions to Malaysia to offer the core curriculum usually taken during the first two years of study on an American campus. The students earn credit from the U.S. institution and the U.S. institution issues a transcript as if the credits were earned on the U.S. campus. This virtually assures the transferability of credits to other U.S. institutions when the students apply to U.S. universities to complete their remaining two years toward the Bachelor's degree. ITM has had considerable experience in arranging such programs having worked for more than twelve years with the University of Ohio to provide a Bachelor's in Business Administration and an Executive Master of Business Administration.

Selection to the program is by invitation from the Government sponsoring agencies and is based on SPM results. All participants must have a Division I result although some Division II participants who would have had Division I results had it not been for a poor score on the Bahasa Malaysia exam may also be included.

Contracts with MUCIA, the University of Maryland, and the University of Texas have already been signed and negotiations are currently underway with SUNY Buffalo. The MUCIA contract is being implemented in conjunction with Indiana University which already has some forty faculty in Malaysia. MUCIA's contract is to handle up to 1,200 students. The University of Maryland has assumed responsibility for the preparation of 100 students and the University of Texas will handle 300 in a regular program with perhaps another 300 to 400 in a remedial college preparatory program.

The ITM programs are being conducted on a new campus located in Shah Alam which is roughly 25 minutes from Kuala Lumpur.

In addition to the ITM programs, there are several other two year programs underway. The largest of these is one being run by the MARA Education Foundation (YPM). YPM is building a junior college campus in Kuantan on the east coast of Malaysia, four hours drive from Kuala Lumpur. The college has been variously named MARA Community College and Maktab Sains MARA (MSM). The concept behind this program is different from the ITM model in that MSM will not be a framework under which a U.S. institution will deliver the first two years of a bachelors degree in Malaysia. Instead MSM models its program on the first two years of American institutions and expects U.S. institutions to grant two years of transfer credit for work completed in Malaysia. The faculty consists primarily of U.S. trained Malaysians with M.A.'s and Ph.D.'s. There are three expatriate instructors.

The first class of two year grads, 175 altogether, have been placed in 56 institutions in the U.S. According to YPM, these institutions have granted anywhere from 1.5 to 2 years of transfer credits.

At the present time there are about 500 students at MSM. Virtually all of these students are sponsored by MARA. YPM hopes to attract other sponsored students from the federal government and the various state foundations such as the Sabah Foundation. Ultimately MSM plans to accommodate up to 5,000 students. YPM has just announced that the present 27 acre campus is too small to meet their expansion requirements and they are searching for up to 300 acres in another part of Kuantan. YPM has ambitious plans to expand the MSM concept to other campuses throughout Malaysia.

Beyond the ITM and MSM two year programs which have either direct or indirect government support, there are a number of enterprising private institutions catering primarily to privately sponsored students. These programs are much smaller in comparison and generally follow the MSM model of providing courses designed to earn transfer credits from U.S. institutions. In addition to the U.S. oriented courses, several of these institutions also provide instruction in preparation for the U.K., Australia and Canada. These programs include Kolej Damansara Utama, P.J. Community College, Taylor's College, Gannella College, and Sri Inai College. Others which may be developed are schools linked to the Negri Sembilan Foundation, the Sabah Foundation, and the Trengganu Foundation.

It should be noted that none of the work undertaken by students in these two year programs is recognized by the Malaysian government with regard to government employment though the private sector may take the work into consideration. If the student completes a U.S. degree by studying the remaining two years in the U.S., the Bachelor's Degree is recognized by the government. These programs are licensed to operate in Malaysia but are not permitted to grant degrees, either local or foreign.

The Ministry of Education Encourages "Twinning" Arrangements Between Local Universities and Foreign Institutions

Perhaps in response to the growing two-year private college movement in Malaysia, the Ministry of Education has promoted the idea of establishing a "twinning" relationship between local universities and foreign universities. Under the twinning concept, the Ministry would like to see Malaysian students attend two years at a local university and then attend a third and final year abroad. At the end of the final year, the students would earn either a degree from the foreign institution or a joint degree from the foreign and local university. The Ministry of Education and several local universities have already held discussions on this concept with a number of British institutions, however, at this time no such twinning arrangements have been established. One of the points that remains to be resolved is who will actually grant the degree. The British institutions appear to be uneasy with the idea of granting a degree to a student who has only attended one year at their university.

Local University Expansion

There are two relatively new universities in Malaysia, one national

university and the other an international institution. The University of Northern Malaysia or Universiti Utara Malaysia was established in 1984 in the northwestern state of Kedah. It is headed by Dr. Awang Had Salleh who has formerly held top administrative posts at ITM, the University of Malaya, and the Universiti Kebangsaan (National University). UUM has started by offering only a limited menu of degrees including four year Bachelor's in economics, public administration, business administration, and accounting. Other programs will be added. By 1986 the total enrollment of the university is expected to reach just 1,770. In the most recent intake, June 1985, 440 new students were accepted. UUM is the first new government established university in Malaysia since the founding of the the University of Technology Malaysia (UTM) in 1974.

Beside UUM, Malaysia is the host to the newly established International Islamic University or Universiti Islam Antarabangsa. Begun in 1983, this institution is funded by a number of Islamic nations and is located on the more conservative east coast of Malaysia. It currently offers four year undergraduate degrees in economics, business, and law. In the future the university will also include engineering, applied science, architecture, medicine and dentistry, human science, physical sciences, and education. Unlike all other Malaysian government sponsored universities, the primary medium of instruction at the International Islamic University is English with Arabic as the second language.

In addition to the two new universities, some of Malaysia's more established varsities are expanding by means of developing branch campuses. For example, the University of Science Malaysia in Penang will be moving its Departments of Electrical Engineering, Material Engineering, and Mechanical and Civil Engineering to a new campus in Ipoh, and its School of Medicine to Kota Baru. The National University (UKM) is also planning to establish a campus in Kota Kinabalu, Sabah.

The Privately Sponsored Make Up the Largest Portion of Those Studying Abroad And the Greatest Source of Growth

As stated above, the majority of those studying abroad are privately sponsored students and the privately sponsored have also been the largest source of growth in students going abroad. Overwhelmingly the privately sponsored are of Chinese origin. Chinese students may come from either the government sponsored education system or the Malaysian Independent Chinese Secondary School System.

Roughly 80% of the Chinese students entering primary school in Malaysia elect to start in the government sponsored Chinese medium schools. At the end of Standard 6, government sponsored secondary schools all use Bahasa Malaysia as the medium of instruction. However, the government has permitted the continuing existence of an independent Chinese medium secondary school system. The curriculum in these independent Chinese medium schools is taken from the syllabuses formulated by the Malaysian government. English and Bahasa Malaysia are compulsory subjects. However, the work done in these schools is not recognized by the government although the students may sit for the government SRP, SPM, and STPM exams as private students and qualify to join the government system.

Unlike the government system which follows the 6-3-2-2 British pattern, the independent Chinese secondary school system consists of three years of lower secondary and three years of upper secondary. Thus the twelve years total education in the independent Chinese system lends itself to better compatibility with the U.S. education system. At the end of the twelfth year, there is what is known as the MICSS Unified Examination which is designed to "assess and standardize the academic standards of the final-year students" of the independent Chinese secondary schools, and to serve as a guide for evaluation for admission to tertiary education abroad.

Approximately 12% of all Chinese of the Form 1 age group elect to continue their secondary education in the Chinese medium. At the present time there are some 50,000 students in the independent Chinese school system. Given the difficulties in entering local higher education institutions, graduates of these schools generally seek tertiary education overseas. Since Mandarin is the medium of instruction there is a natural preference for higher education in Taiwan but very substantial numbers do go to the U.S., Canada, the U.K., India, Singapore, etc.

One of the most interesting developments in the last few years in the promotion of privately sponsored higher education is the creation of an organization named KOJADI. KOJADI is part of the Multi Purpose Group of Companies and is designed to be an education loan scheme. Members who pay a minimum investment of M$2,000 and participate in the scheme for at least five years are eligible for M$20,000 loans at reduced interest rates for educational purposes. The loan scheme was started in 1981 so the first participants will be eligible for loans starting next year. KOJADI estimates some 2,000 students will receive loans in 1986. At present, KOJADI has roughly 60,000 participants in the higher education loan scheme. KOJADI claims to be the largest private organization to provide finances for educational purposes in the region.

MACEE Educational Information Center Director Becomes Regional Coordinator for Student Advising

USIA has appointed Dr. Marti Thompson to serve as the new regional coordinator for student advising. This is a new one-year position created on an experimental basis to determine whether such a position can serve a useful function to support USIA/USIS student advising throughout Asia. During this first year, Dr. Thompson will be conducting a needs assessment of advising centers, making recommendations to USIA, and providing support to the advising centers. She will have the help of an Assistant Coordinator, Mrs. Chris Stromme who has served as a counselor in Jakarta as well as in K.L.

Some Critical Issues for Malaysian Education

- The impact of massive overseas higher education on local universities.
- The impact on local higher education of government policies permitting government sponsorship of elite students for overseas study at the end of Form 5.
- The impact of government policies permitting the establishment of private

two year "colleges" in Malaysia.

- The long run implications of a rapidly growing and increasingly affluent society for the demand for higher education.

- The immediate problem of re-absorbing the newly educated in appropriate occupations upon their return.

- The problem of undesirable political and religious influences upon the overseas educated.

BRUNEI

Facts and Figures

* Negara Brunei Darussalam received independence from the British in January, 1984.

* Brunei is a Malay, Islamic Sultanate.

* The population in 1982 was 200,390 with 65% Malays, 21% Chinese, 8% Dusuns, and 6% others. 48% of the population is under 20.

* The average annual per capita income of Brunei is about $20,000.

* The economy is dominated by oil. The oil industry and the government are the largest employers in the country. Brunei Shell is the only oil company in Brunei.

Bulletins

* The government of Brunei has lured Dr. Sharom Ahmad, Dean of the Faculty of the Social Sciences at the University Science Malaysia in Penang to Brunei to help develop the Sultan Hassanal Bolkiah Teachers' College into a full-fledged national university. Dr. Sharom has officially taken a one-year leave of absence but many doubt he will return to USM.

Background to the Brunei Education System

All government schools are Malay medium up to the fourth year at which point they become bilingual with English and Malay for the next four years. Primary school is seven years but this will be reduced to six years. It is also planned to make the primary schools bi-lingual from the first year.

At the end of primary school there is a national promotion exam. Those who do not pass repeat the final year of primary school and then are automatically promoted.

All secondary students eventually reach the third year of secondary school though promotion is not automatic. At the end of the third year, the students take the Junior Certificate of Education Examination.

Those who pass take two more years of secondary school and then sit for the Brunei Cambridge General Certificate of Education (G.C.E. "O" Level). Those who do well on the O Levels proceed to the Sixth Form Centre for two years leading to the Brunei General Certificate of Education.

At present virtually all tertiary education is abroad, however, the government is developing the Hassanal Bolkiah Teachers' College into a national university. It will be some time before this institution can accommodate significant numbers of students for degrees in fields other than education.

For those whose G.C.E. "O" Level exam results do not measure up to standard,

they may repeat the exam or enter the Teachers' College, Technical Training Centre or Agriculture Training Centre.

The breakdown of students and schools in the Brunei school system is as follows. These figures do not include the private schools.

	Pupils	Schools
Primary	37,976	140
Secondary	15,524	24
Technical	N.A.	4
Sixth Form Centre	1,000	1
Arts & Handicraft	N.A.	1
Agriculture	N.A.	1
Teachers' College	470	1

In addition to the public school system, there is a substantial private education system. Figures on the number of schools and students are not available at the time of this writing but in discussions with Bruneians, it is clear that the private missionary schools are the elite education institutions in the country. Two of the leading institutions in the capital are St. Andrew's (Protestant) and St. George's (Catholic). A high percentage of the secondary school graduates from these institutions study abroad at the tertiary level.

Overseas Education for Bruneians

The government sponsors 150 students for study abroad each year. Of these about 10% study in Malaysia and most of the remainder go to the U.K. It is government policy to provide free higher education for Brunei citizens. The government estimates there are now about 1,000 Bruneians studying abroad on government scholarships.

The other major sponsor of Bruneians abroad is Brunei Shell which provides another 40 scholarships. Again, virtually all of these go for study in the U.K. In discussions with representatives from both the Ministry and Brunei Shell, it appeared both sponsoring agencies knew relatively little about the U.S. education system but neither were particularly averse to considering U.S. higher education as an alternative to British education.

There are also a large number of privately sponsored students although estimates were not available. (These are people who are resident in Brunei but are not citizens and therefore not eligible for government sponsorship.) Privately sponsored students are said to favor Australia and Canada for further study.

All students going abroad for further study must register with the Ministry of Education and Health.

U.S. Educational Information Now Available at the U.S. Embassy

Until Independence, all of Brunei's external relations were administered by Great Britain. Hence there was no official U.S. presence in Brunei until 1984. This greatly inhibited the flow of information about America to Bruneians. It also made application for a U.S. visa very difficult as the nearest U.S. Embassy was in Singapore. Today there is an Embassy in Bandar

Seri Begawan with a small library and educational information service. This information service has received some assistance from both the Singapore Embassy and MACEE. It will now also receive help through the new regional coordinator (see the Malaysia report attached).

IIE services

OVERSEAS OFFICE SERVICES

The Institute of International Education (IIE) offices in Bangkok, Thailand; Hong Kong; Mexico City, Mexico; Guangzhou, China; Bridgetown, Barbados; Harare, Zimbabwe; and Jakarta, Indonesia respond to a variety of needs that differ from one world region to another. Together they provide a range of services that include the following:

1 Counseling students seeking information on study in the United States and providing such information to members of government, the local university, business, and other communities. Each IIE office maintains a library of catalogs and reference material.

2 Collecting data on local educational institutions and educational developments for inclusion in regular reports to U.S. university admissions offices and others.

3. Representing U.S. higher education to local universities and government offices, and providing assistance for visiting U.S. university personnel who wish to meet local educational authorities and students.

4. Assisting local universities in recruiting U.S. faculty for long- and short-term assignments.

5. Administering of standard tests such as TOEFL, SAT, GMAT, and GRE by arrangement with the Educational Testing Service.

Support services from New York headquarters

The IIE offices overseas draw upon the many resources of headquarters in New York These include:

1. A library of information on international educational exchange and a microfiche collection of some 3,600 catalogs from 2,900 American colleges and universities.

2. A professional staff experienced in administering exchange programs.

3. A fully computerized financial management system for program administration and IIE's internal administration.

4. IIE's publications unit, which designs and updates a variety of reference publications for the foreign national, including English Language and Orientation Programs in the United States, Specialized Study Options U.S.A. and others.

5. Advisory committees and other relationships that keep IIE in regular contact with professional associations, graduate schools and comparable organizations in other fields.

6. The Counselors' Newsletter, a quarterly addressing the information needs of the over 400 overseas information centers on higher education in the United States.

7. IIE's New York Information Center, which develops and provides information on U.S. study for foreign nationals and foreign study for U.S. nationals.

8. IIE's research program, including the foreign student census data bank, the annual cost-of-living survey, and a broad spectrum of topical research projects.

* * * * * * * * * * * * * * * *

For further information on these and other services, please contact IIE's Office of Program Development [1-212-984-5363] in New York or one of the following overseas offices.

Name	Mailing Address	Telex/Cable/Telephone
IIE/Hong Kong	The Hong Kong Arts Centre 12th Floor, 2 Harbour Road and Fenwick Street G.P.O. Box 10010 Wanchai, Hong Kong	Telex: 76612 HKAC HK ATTN. IIE Cable: AISFACTS Tel.: 5-283251
IIE/Bangkok	A.U.A. Language Center 179 Rajadamri Road Room 219 G.P.O. Box 2050 Bangkok, Thailand	Telex: 82189 ERAWAN TH ATTN. IIE Cable: INTEREDU Tel.: 251-6499
IIE/Guangdong	IIE/Guangdong American Study Information Center 46-1 DeZheng South Road Ground Floor Guangzhou, Guangdong Province People's Republic of China	Telex: 44604 ZSUFO CN ATTN: CHAPMAN Tel.: 334927, Ext. 105 or 337266
IIE/Mexico	Educational Counseling Center American Embassy Apartado Postal 88 Bis Mexico 1, D.F., Mexico	Cable: IIE/MEX Telex: 1777609 ACHAME Tel: 905-211-0042 Ext. 3500
IIE/Caribbean	Beckwith Mall (Hincks Street) Bridgetown, Barbados West Indies	Tel: 809-427-4088
IIE/Harare	ZIMMAN Program 5th Floor, Southern Life Bldg. 69 Stanley Avenue Harare, Zimbabwe	Telex: 987-4095 ACAD ZW Tel.: 700403

APRIL 1986